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ABSTRACT

This document consists of the four 2001 issues of a newsletter disseminating information on the Society for Research in Child Development (SRCD) and providing a forum for important news, research, and information concerning advancements in child growth and development research. Each issue of the newsletter includes announcements and notices of conferences, workshops, position openings, fellowships, and member obituaries. The first 2001 issue includes the following articles: (1) "A Student Speaks..."; and (2) "2001 Biennial Meeting." The second 2001 issue includes the following articles: (1) "Focus on Students and Internet Research"; (2) "Taking the Road Less Traveled across Cultures and through Disciplines at NBCDI [National Black Child Development Institute]"; and (3) "The New Policy Scene in D.C." The third 2001 issue includes the following articles: (1) "Focus on Sudanese Children Coming to Rest: Lost No More"; and (2) "NIDA's [National Institute on Drug Abuse] Current Interests in Developmental Research." The fourth 2001 issue includes the following articles: (1) "Conferences Addressing Important Issues Concerning Children, Adolescents, and Families"; (2) "The Year in Review"; and (3) "[SRCD's] Child Development Abstract and Bibliography to End." (KB)

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Society for Research in Child Development Newsletter 2001

Pamela Trotman Reid, Editor

Society for Research in Child Development

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SRCD

DEVELOPMENTS

Newsletter of the Society for Research in Child Development

Volume 44, Number 1 Winter 2001

Notes from the Executive Officer

In the Interest of Human Subjects Protection

There is an issue of interest to all of us who are committed to research as a way to understand and better the lives of children. Protecting the rights and welfare of humans involved in research has been of major concern to SRCD for decades, and the Society's Ethical Standards for Research with Children are reprinted in the 1999-2000 SRCD Directory of Members (pp. 283-4). Concerns about the adequacy of the standards in place for protection of all human subjects have been raised recently and Congress has been a major player in the discussion.

We are beginning to see numerous activities, decisions, and newly proposed limitations emerge. Many of us have already complied with the new human subjects training program now required of those submitting new or continuing grants to the National Institutes of Health. Presentations concerning these matters were made in the annual meeting of the Consortium of Social Science Associations (COSSA) in Washington, D.C. in early December, and, as a participant, I think it is important to provide our members an update on what is happening and what we might expect in the coming months.

A new Office of Human Research Protection was established in June, 2000 in the Public Health and Science Office under the Secretary of Health and Human Services. The director is Gregory Koski, a physician who was on the faculty at Harvard and has dealt with human subject issues for many years. He spoke at COSSA

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A Student Speaks...

Saskia Traill
Stanford University

As a researcher in developmental psychopathology, I have often pondered the impact of my research on prevention programs, therapeutic techniques, or policy decisions being made today, but I have not had the tools to apply my research to these timely and relevant questions. With that in mind, I participated in the "Putting Children First Summer Fellows Program" at the Center for Young Children and Families at Columbia University. I spent eight weeks last summer attending interdisciplinary policy seminars with the twelve other fellows and working at the Foundation for Child Development (FCD) in New York. My experience will have a long-lasting impact on my research career.

(cont. on p. 2)

Mark Your Calendar!

Feb	
15	Preconference & Special Event Scheduling Form deadline
Mar	
1	April *Developments* (newsletter) deadline
15	Early registration deadline
16	Housing deadline
	Open Position form deadline
Apr	
6	Preregistration deadline
18-19	Preconference Events
19-22	Biennial Meeting in Minneapolis!

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Student Forum

(cont. from p. 1)

At the Foundation, I had the opportunity to observe firsthand how experienced researchers can use their methodological expertise to answer research questions that apply directly to current issues. FCD funds projects ranging from an evaluation of childcare reimbursement programs to a project developing a new global index of child well being. I hope that as I continue my own research career I will be able to engage in these applied research efforts in addition to pursuing basic research.

One issue I worked on extensively is the role of psychological factors in cost/benefit analyses of paid parental leave program proposals. Findings from child development studies can inform policy outcome measures so that they take into account psychological factors of individuals in the family. This is particularly relevant now, after the June "Baby UI" ruling that allows states to use unemployment insurance monies to subsidize paid parental leave programs if they choose. Many states are currently conducting feasibility programs to decide whether they will institute any paid family leave.

In addition, I had the opportunity to arrange a meeting of the Foundation's communications grantees who enhance the capacity of researchers to communicate about their studies to policymakers, reporters, and the public. So many researchers are frustrated by their experiences with journalists writing stories about their work that they often avoid them, and therefore prevent their research from informing current public discussion of related issues. There are some ways to combat this antipathy. The attendees of the meeting proposed a number of ways in which researchers can improve their communications skills. First, creating incentives for public dissemination of research findings, such as the National Institutes of Health add-on grants for communications, may improve efforts, particularly for junior faculty and graduate students. Second, researchers need additional training to communicate effectively with reporters, learning to speak "journalese," to explain complex findings in analogies, to reduce sometimes decades of work to one or two key sentences, and to give journalists the background they need to write a story quickly. Graduate students can participate in the summer Mass Media Fellowship through the American Association for the Advancement of Science to spend time as a science reporter. Improving communication skills can help to lessen the chance of being misquoted or of misrepresenting the field of research. Finally, researchers need translators who understand the scientific methodologies and details of their work and can translate these findings for journalists to understand more clearly. Creating links between a department and someone who can serve as this translator may be invaluable when a story breaks, and make it less daunting for basic researchers to provide important and relevant information to the public or to policymakers.

Psychologists often talk about "giving psychology away," reminding us that our job as research psychologists is to increase public understanding of the field and its most recent findings. I believe that creating links between basic research, applied research, public communication, and policy is not just our prerogative but also our responsibility. I encourage graduate students to pursue summer fellowships, which can increase the depth and efficacy of their research. I certainly feel as though my fellowship has enriched the kinds of questions I will ask in my research and the efforts I will take with my findings to apply them to related issues today.

Membership Office Contact Information

Tel: (734) 998-6524
Fax: (734) 998-6569
E-mail: admackay@umich.edu

Correction to SRCD Ballot

The last line of the biosketch for Esther Thelen should have read: Additional memberships include the Board on Behavioral, Cognitive, and Sensory Sciences, National Research Council, National Academy of Sciences.

Attention Student Members!

Student members of SRCD comprise an important group, representing the future of the study of child development. For this reason there is a need and desire to reflect the interests and concerns of the students to a greater extent in the *Developments*. Therefore, we provide a regular "Student Speaks" column. Although the Editor will solicit some columns, student members may also submit brief columns for consideration. This is not intended as a venue for research, but to provide an outlet for members' issues and ideas. Submissions should be of general interest, limited to 500 words or less, and submitted via email or attachment to pamreid@umich.edu. Please be aware that space is limited and that all submissions cannot be printed.

Weisman Gallery in Minneapolis

NOTES FROM THE EXEUTIVE OFFICER (CONT.)

(cont. from p. 1)

and outlined four goals of the committee, the overall purpose being to provide leadership in human investigation. The goals are: simpler, more uniform, more efficient, and more effective policies and procedures. The current system is described as being based on regulation and compliance and too often is seen as confrontational. The IRB now has sole responsibility, which is a flawed concept. Whatever changes occur must recognize that the participants are at the center of all considerations.

The direction that is being taken involves establishing a system of accreditation. Koski's office is advocating that a voluntary, private sector system be established. As a result, a newly formed association, the Association for the Accreditation of Human Research Protection Programs is being established by a number of professional associations including the American Medical Association. COSSA has been asked to join, and as a member of the Board, I believe it is important we do so as the research interests of the biobehavioral, behavioral, and social sciences must be well represented in whatever happens concerning human subject protection. Issues concerning children and families are especially important, as groups that are "vulnerable" will no doubt be under more scrutiny in any such considerations.

More activities are occurring on these issues as well, and we shall keep the members of SRCD informed as the directions that may be taken become more clear. The move towards uniform standards and procedures for research across different disciplines and different federal and private funding agencies is no doubt positive. However, given the differences that exist now and the possible conflicts and ambiguities that will arise as this work moves forward, we must all be vigilant to ensure that our colleges, universities, and research institutes are involved in the decision process when appropriate.

John W. Hagen
Executive Officer

JOB OPENING

National Head Start Bureau

The National Head Start Bureau is expanding its pool of peer reviewers and consultants who will assist with the review of current and future activities, policies, and research. Individuals who respond will also receive announcements concerning the availability of funds for grants, fellowships, and programs. Contact: Ellsworth Associates, Inc., Attn: Reviewers and Consultants, A-004, 1749 Old Meadow Road, Suite 600, McLean, VA 22102; email: biblio@eainet.com.

JOB OPENING

Developmental Psychopathology
Research Training Program
Vanderbilt University

Postdoctoral Fellowship: The Developmental Psychopathology Research Training Program of Vanderbilt University announces the availability of a position for a Postdoctoral Fellow in Psychology. The aim of this interdisciplinary program is to train leading scholars in the methods and science for the study of the development of normal and abnormal behavior across the lifespan. Individuals with training in clinical, developmental, social, personality, quantitative, or educational psychology are especially encouraged to apply. Trainees work closely with one or more faculty mentors to develop their own program of research. In addition, they participate in a weekly proseminar that involves visits from international scholars. With NIMH support, trainees receive a stipend, tuition, and funds for travel and research. Interested U.S. citizens should submit a curriculum vita, a single-page statement of interests and possible matches with program faculty, reprints of publications, and three letters of reference. Application materials should be sent to: Judy Garber, Ph.D., Director, Developmental Psychopathology Research Training Program, Box 512 Peabody College, Vanderbilt University, Nashville TN 37203. Vanderbilt University is an Equal Opportunity/Affirmative Action Employer.

JOB OPENING

Center for Research on Child Wellbeing
Princeton University

The Center for Research on Child Wellbeing at the Office of Population Research, Princeton University invites applications for postdoctoral research positions. One year appointment, with the possibility of renewal; flexible start date beginning after January 2001. Ph.D. in sociology, economics, child psychology, political science, or a related social science. Preferred areas of interest are family formation and dissolution, intergenerational exchanges, child wellbeing, and social policies for families and children.

Please send letter of application, curriculum vitae, three letters of reference, and appropriate supporting material to:

Sara McLanahan, Director
The Center for Research on Child Wellbeing
Princeton University
Wallace Hall
Princeton, NJ 08544

For more information: see http://opr.princeton.edu (Center for Research on Child Wellbeing). Princeton University is an Equal Opportunity/Affirmative Action Employer.

JOB OPENING

William T. Grant Foundation
Faculty Scholars Awards

Invitation for applications: Each year the William T. Grant Foundation awards up to $250,000 ($50,000 annually for 5 years) to each of six post doctoral (but pre-tenure, tenure-track) scholars from diverse disciplines to conduct research that deepens and broadens the knowledge base in areas that contribute to creating a society that values young people, age 8-25, as a resource and helps them live up to their potential.

Now in its 22nd year, the Faculty Scholars Program promotes positive youth development by supporting efforts in three program areas:

- Original research on youth development
- Evaluations and analyses of programs, policies, laws, and systems affecting young people
- Original research on adult attitudes about and perceptions of young people, along with the consequences of those attitudes and perceptions.

Interested scholars can request more information about the Faculty Scholars Award Program at the following address:

Faculty Scholars Program
William T. Grant Foundation
570 Lexington Avenue, 18th Floor
New York, New York 10022-6837
Tel: 212-752-0071
fs@wtgrantfdn.org

2001 Biennial Meeting

The Submissions Review Process

Charles A. Nelson, Grazyna Kochanska, and Thelma Tucker

There have been some inquiries about the SRCD biennial meeting program submissions process, so we thought some clarification was in order.

Each submission that arrives in the Program Office in Ann Arbor by the submission deadline is assigned a unique identification number. This number and all the information about the authors and submission are entered into a database that keeps the information organized and carries it through to the printed program. The unique identification number allows for easy communication between the Program Office and submitting authors.

The review process progresses as follows. Submissions for each panel are packaged and shipped to the panel chairs. The panel chairs keep author information and one copy of the summary, and then send the other two copies of the summary to two reviewers (blind, with no identifying information). The reviewers rate the submission on a five-point scale and return their ratings to the panel chairs. Panel chairs integrate the reviewers' ratings and then forward this information to the Program Co-Chairs. Finally, the ratings are sent to the Program Office in Ann Arbor for data entry. (Please note that Program Co-Chairs never see the actual submissions. Their job is to pass the ratings from the Panel Chairs on to the SRCD Executive Office.) Cut-scores are determined on the basis of (1) space availability for the specific formats and (2) scientific acceptability levels as determined by the Program Co-Chairs. The overall goal is a diverse, intellectually stimulating, and well-attended biennial meeting.

Because of a steady increase in the number of submissions for each meeting—3,276 received this year—more reviewers were recruited than ever before. A total of 614 reviewers volunteered their time to help create the 2001 biennial meeting. We increased our number of panels by one for a total of 23 panels.

After each biennial meeting, the Program Committee and representatives of the SRCD Executive Office meet to review and revise the process as needed. Our next goal is to make as much of the process as possible be electronic.

Job Opening

Carolina Consortium on Human Development
Center for Developmental Science
University of North Carolina at Chapel Hill

Interdisciplinary Postdoctoral Research Fellowships: The Carolina Consortium on Human Development of the Center for Developmental Science announces NRSA fellowships beginning in the 2001-2002 academic year. The goal of the Fellowship Program is to provide advanced interdisciplinary training in human development that focuses on the longitudinal study of persons and families in changing contexts. The Carolina Consortium is an NICHD-sponsored interdisciplinary training program with faculty whose primary appointments span across different departments or schools from six neighboring universities (University of North Carolina at Chapel Hill, University of North Carolina at Greensboro, Duke University, North Carolina Central University, North Carolina State University, and Meredith College), as well as other collaborating research universities in the United States. **THE DEADLINE FOR RECEIPT OF APPLICATIONS IS FEBRUARY 19, 2001.** Candidates should have completed a terminal degree in their field (Ph.D., M.D., Ed.D., Dr.P.H.) by the time of their appointment. Additional information on the fellowship program and application materials can be found on the CDS website at www.cds.unc.edu. Contact:

Thomas Farmer, Ph.D., Associate Director
Center for Developmental Science
University of North Carolina at Chapel Hill
100 East Franklin Street, Suite 200
CB# 8115
Chapel Hill, NC 27599-8115
Tel: (919) 962-0333
CDS email: devsci@email.unc.edu

2001 Biennial Meeting (cont.)

Strategies for Success: Preconference Workshop and Discussion Hour

Stressed out about how competitive it is to get an academic position in the field of child policy? Worried about how you will find an interesting job related to your specific area of interest? The Student Policy Network has a solution.

Solution

The SRCD Student Policy Network with support from the SRCD Committee on Child Development, Public Policy, and Public Information (CCDPPI) will sponsoring a Preconference Session and a Discussion Hour at the 2001 Biennial Meeting to promote career development and mentoring experiences for students and young professionals interested in the link between research and child and family policy.

Preconference Session

The purpose of the Preconference Session is to provide an opportunity for graduate students and early career professionals to speak with child and family policy experts. Participants will receive specific information as to how to tailor their graduate experience for success in the child policy arena. The two-hour session will consist of a roundtable format in which each invited policy expert will moderate a small group of students to address their questions and disseminate information to facilitate career development. Questions posed in advance will be distributed to each moderator so that s/he can provide individual feedback and determine the type of information that will be most useful to students.

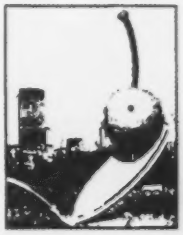
Discussion Hour

The Discussion Hour will also provide an opportunity to receive advice on career issues from invited experts regarding career development issues.

To register for the preconference and to submit questions for experts, please contact:

Debra Lynn Kaplan
Department of Psychology
University of Nebraska, Lincoln
Tel: 402-472-3062
Email: dkaplan2@unl.edu or SRCDpolicynet@umich.edu

Anthony D. Salandy
Department of Human Development & Family Studies
Auburn University
Tel: 334-826-1513
Email: salanad@auburn.edu



Two sculptures from the Minneapolis Sculpture Garden.

SRCD Peer Relations Preconference

The 2001 Society for Research in Child Development (SRCD) Peer Relations Preconference will be held Wednesday, April 18, 2001 in Minneapolis, MN. This full-day conference is scheduled immediately prior to SRCD, with morning and afternoon sessions, and a catered luncheon. Researchers, postdoctoral fellows, and advanced graduate students who have already begun a program of research in peer relations are invited to attend. Participants may obtain registration materials by contacting Deborah Lowe Vandell, Department of Educational Psychology, Rm. 467, 1025 W. Johnson Street, Madison, WI 53706 or at dvandell@facstaff.wisc.edu. The registration deadline is March 1, 2001. More information about the preconference can be obtained at hhtp://alsek.la.psu.edu/peers.

Preconference: Directors of Training in Developmental Psychology

Directors of Training in Developmental Psychology (DOTDEP) is a group whose missions include 1) fostering and enhancing academic training in developmental psychology and related specialties and 2) serving the needs of directors/heads of developmental psychology training programs.

The current members of the Education and Training Committee of Division 7 of APA (Lynn S. Liben, Chair; Marvin W. Daehler; Judith G. Smetana; Richard A. Weinberg; and Robert Wozniak) have been charged with implementing and promoting the goals of DOTDEP.

One project currently underway is the establishing of an Electronic Brochure of Graduate Developmental Programs which can be visited by prospective graduate students interested in learning more about various graduate programs in developmental psychology. We are attempting to contact a director (or equivalent) in each program that we know about (primarily through earlier editions of the brochure), but it would be helpful if you checked to make sure that someone in your program has received and responded to the request for information. Information may be entered at: http://psych.la.psu.edu/inforequest.htm. PLEASE try to avoid having more than one person from the same program sending information! Thanks.

Another recent activity has been sponsorship of a symposia at APA

(cont. on p. 7)

2001 Biennial Meeting (cont.)

Convention 2000 entitled "Standing on the Shoulders of Giants: Teaching the History of Developmental Psychology." The purpose of this symposia was to present and discuss ways of incorporating the historical foundations of developmental psychology into graduate training.

The Committee is now organizing a meeting of DOTDEP to be held on Thursday, April 19, 2001 just before the biennial meeting of SRCD in Minneapolis. The meeting will begin with a continental breakfast at 8:00 a.m. and continue until 11:30 a.m. The primary focus of the meeting is on opportunities to participate in different workshops. Although the specific details have yet to be completed, the topics of the workshops currently being planned include 1) the purposes as well as the strengths of various formats for completing comprehensives, 2) the importance of and effective ways by which applied and practicum experiences can be incorporated into developmental training, 3) the extent and kinds of experiences, resources, and evaluative mechanisms helpful in promoting successful graduate training with respect to teacher preparation, and 4) confronting difficulties in the new millennium for developmental psychology such as, recruiting high quality graduate applicants, keeping up with new technologies, obtaining access to research populations, etc.

Please contact Marvin Daehler who is organizing the meeting with assistance of the other members of the Education and Training Committee. Contact him at marvin.w.daehler@psych.umass.edu, by regular mail at the Department of Psychology, University of Massachusetts, Box 37710, Amherst, MA 01003-7710, or via telephone at 413.545.2429. Also, please send him the name of the individual who will be representing your program at the meeting.

NIDA Travel Awards and Mentoring

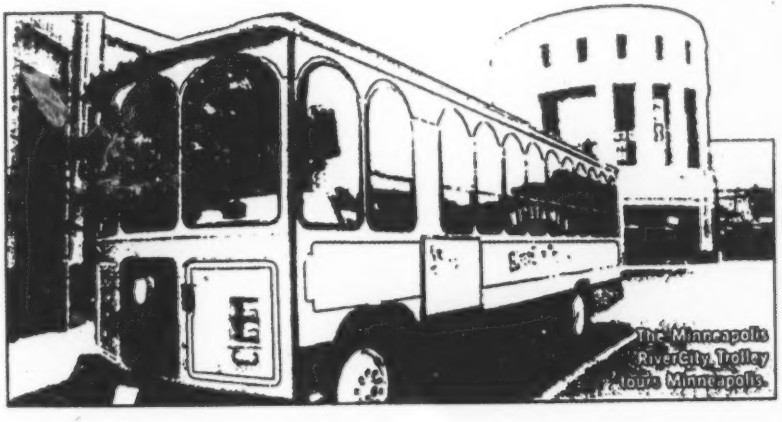
The National Institute on Drug Abuse (NIDA), of the National Institutes of Health (NIH), is sponsoring a small number of travel awards, up to $750, for graduate students and postdoctoral fellows to attend the NIDA sponsored "Jumpstart Your Career" mentoring program at the 2001 SRCD Biennial Meeting. Each travel awardee will be paired with a drug abuse researcher who will serve as a mentor throughout the biennial meeting. The mentor will provide guidance in scheduling, orientation to the SRCD meeting, and networking opportunities with drug abuse and child development investigators. This program will also feature several planned NIDA events, including three symposia and a discussion hour entitled:

- Building Bridges Between Child Development and Substance Abuse Research: Challenges and Opportunities
- Integrating Individual and Community Level Factors in Adolescent Drug Abuse Research
- The Role of Neurotransmitters in Brain and Behavioral Development
- Child and Adolescent Research Support at NIDA
- Roundtable discussions with NIDA-supported researchers to discuss issues of mentoring, career development, and "hot topics" in drug abuse research.

Eligibility:
Applicants must be full-time graduate students or postdoctoral fellows within the United States. Award recipients will be selected by NIDA staff based upon submitted information.

Requests for application forms should be directed to:

Jessica Campbell, Ph.D.
Center on AIDS and Other Medical Consequences of Drug Abuse
National Institute on Drug Abuse
National Institutes of Health
Telephone: (301) 402-0854
FAX: (301) 443-4100
Email: jcampbel@nida.nih.gov



MEMBERS IN THE MEDIA

Members in the Media

The SRCD Office for Policy and Communications is interested in highlighting our members who are featured in the news media for their work on various research-related topics as space allows according to affiliation. The following are submissions by our members and are presented according to affiliation, name and date of the media coverage, and title or brief description of the topic:

Karen Anderson, American Psychological Association, *Boston Globe*, July 6, 2000: "Finding a vocabulary for sexual orientation"; *The Online Ledger*, August 5, 2000: "Teaching Differences."

Robert J. Coplan, Carleton University: *The Globe and Mail* (Canadian National Newspaper), December 27, 1999: "Carleton professor helping shy children break out of their shell."

Carol S. Huntsinger, College of Lake County, Grayslake, IL: *The Today Show*, October 11, 2000, Parental guidance on homework in early years predicts higher achievement in the future; *U.S. News and World Report*, October 23, 2000, "Burdened by Their Bookbags: Do Kids Have Too Much Homework?"; "Talk of the Nation," *National Public Radio*, August 17, 2000: positive parental support for homework benefits children's academic achievement.

Elaine F. Jones, Saint Louis University & Dr. Valerie Whittesley, Kennesaw State University: *Discovery Channel* (co-produced with *Dateline NBC*), March 20, 2000: "How Biased Are You?"

Nancy Segal, California State University – Fullerton:
Related to her book: *Entwined Lives: Twins and What They Tell us About Human Behavior* (1999/2000, NY: Dutton/Plume): numerous local, national, and international media spots, including *Discovery Channel*, December 27, 1999; January 2, 2000; *National Radio Series*, July, 2000; *Washingtonian Magazine*, What Twins Can Tell Us About Ourselves, October, 2000; *National Public Radio*, "Infinite Mind", February 13, 2000; *Newsday*, Together Forever, May 17, 2000; *BBC*, Twins and Happiness, forthcoming.

We encourage all members to report noteworthy mentions in magazines, newspapers, news broadcasts, radio spots, interviews, or articles published based on their research. Information may be mailed, e-mailed, or faxed to: Meredith Bosler, SRCD Office for Policy & Communications, 750 First Street, NE, Washington, DC 20002-4242. Tel: (202) 336-5926. Fax: (202) 336-5953. Email: SRCD@apa.org

Patrick H. Tolan

The Department of Psychiatry at the University of Illinois at Chicago announced that Patrick H. Tolan accepted the position of Director of the Institute for Juvenile Research. Patrick has served as acting director of the Institute since July 1999.

Michael Posner

The University of Louisville announced that the first awarding of the $200,000 prize for Outstanding Contributions to the Field of Psychology is to Michael Posner, Marcus Raichle, and Steven Petersen, who began collaborating in the mid 1980s to advance the ability to isolate and measure the brain's mental functions. For more information, visit the award website: www.grawemeyer.org.

T. Barry Brazelton

The Robin Hood Foundation Awards (http://www.robinhood.org/), a grant-making public charity that provides strategic, results-oriented investments, and management assistance to New York City nonprofits, has announced the winners of its eleventh annual Heroes Awards. The awards are designed to honor people who have made outstanding contributions to the fight against poverty in New York City. Among this year's winners, each of whom will receive a $50,000 award for their organization, is Dr. T. Berry Brazelton, a pediatrician and director of the Touchpoints Project, which works with families in Harlem to improve the lives of young children through improved parenting skills.

SRCD Members Received APA Convention Awards

Distinguished Scientific Contribution Award: *Richard J. Davidson, and Elizabeth S. Spelke.*

Distinguished Scientific Early Career Contribution to Psychology Award: *Jeffrey G. Parker and Karen Wynn.*

Distinguished Contributions to Applications of Psychology to Education and Training: *Roger P. Weissberg.*

Div. 1 – William James Book Award: *Maggie Bruck and Stephen J. Ceci.*

Div. 7 – G. Stanley Hall Award: *Marshall M. Haith.*

Div. 7 – Eleanor Maccoby Outstanding Book Award: *Eleanor E. Maccoby.*

Div. 7 – Boyd McCandless Young Scientist Award: *Angeline Lillard.*

Div. 7 – Arnheim Award for Lifetime Contribution to Psychology and the Arts: *Ellen Winner.*

Div. 20 – Postdoctoral Research Award: *Jungmeen Kim.*

Div. 37 – Nicholas Hobbs Award: *Aletha Huston.*

Div. 37 – Distinguished Contributions to Child Advocacy Award: *Beatrix A. Hamburg.*

Div. 43 – Distinguished Service Award: *Ross Park.*

Div. 43 – Royce Scrivner Award: *Charlotte Patterson.*

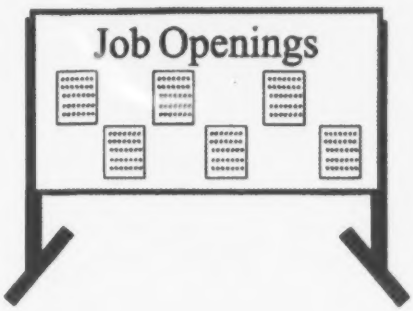
Div. 43 – Significant Contributions to Family Psychology: *James Bray, Anne Kazak, Carolyn Schroeder, and Beatrice Wood.*

Div. 45 – Distinguished Contributions to Research Award: *Pamela Trotman Reid.*

Div. 53 – Best paper in the *Journal of Clinical Child Psychology* in 1999 Award: *Terri Sullivan.*

Award for Distinguished Contributions to Forensic Psychology: *Stephen J. Ceci.*

Biennial Meeting April 19-22, 2001, Minneapolis, MN	Open Position Form



Job openings will be posted on the "Job Openings" board near the Registration Desk in the main lobby of the Minneapolis Convention Center. Postings will be based on the information provided on this form, so please be complete.

Position Title: _____

Job Location: _____

Brief Description:

Qualifications: _____

Contact Person: _____

Attending Biennial Meeting?

Yes. Leave a message: _____ **Hotel**

Phone: _____

No, see contact information below.

Address: _____

_____

_____

Phone: _____

Fax: _____

E-mail: _____

Return your completed form by March 16, 2001 to:

Dr. Kathleen Galotti
Department of Psychology
Carleton College
Northfield, MN 55057

minneapolis
city of lakes

EIN 35-6005842

SRCD Registration Form

Biennial Meeting, April 19-22, 2001, Minneapolis, MN

Mail to: SRCD Registration, 505 E. Huron - Suite 301, Ann Arbor, MI 48104-1567
Fax (credit card registrants only): 734-998-6569 ***Do not mail after faxing***
Questions: srcd@umich.edu

minneapolis city of lakes

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City/State/Zip _____

Country _____

Office Phone _____

Office Fax _____

Home Phone _____

E-Mail _____

Do you have any special needs or disability which might require assistance? ❑Yes ❑No

Deadline to request special assistance: January 31, 2001.

If yes, please describe: _____

_____

_____

❑ I am interested in learning more about becoming a Senior Mentor for the 2001 SRCD Millennium Fellows Program (see page 15 for more information).

Cancellation/Refund Policy — All cancellations must be submitted in writing by March 23, 2001. There is a $30.00 handling charge for all cancellations. We regret we cannot process any refunds after March 23, 2001. Refunds will be mailed approximately six weeks after the biennial meeting. Those who do not appear at the conference, thereby canceling by default, will not be eligible to receive a refund. If you have any questions, please contact SRCD (srcd@umich.edu).

There is a $25 fee for returned checks.

DEADLINES—Postmark or Fax:

- **Early Registration—March 15, 2001.**
- **Preregistration—April 6, 2001.**

*** Proof of Student or Postdoc status required—membership card acceptable.**

	Early	Prereg.	On-site
❑ Member	$105	$120	$135
❑ Nonmember	$135	$150	$165
❑ Postdoc/Emeritus*	$80	$95	$110
❑ Student Member*	$55	$70	$85
❑ Student Nonmember*	$65	$80	$95
❑ One Day	$90	$90	$90

Check day: ❑ Thurs ❑ Fri ❑ Sat ❑ Sun

Tickets for events are on a first come, first serve basis.

❑ **Lunch with the Leaders** $20.00
Friday, April 20, 2001
Choose one topic in each area of interest:
Area 1. ❑ Cognitive *or* ❑ Socioemotional development
Area 2. ❑ Infancy *or* ❑ Childhood *or* ❑ Adolescence
Area 3. ❑ Basic *or* ❑ Applied research

❑ **Minnesota Institute of Art Reception** $20.00
Friday, April 20, 2001 – limited capacity

❑ **Total Amount Due:** ..... $_____

❑ **Payment Method—in U.S. dollars only:**
Purchase orders are not accepted.
- ❑ Check (Payable to "SRCD Registration")
- ❑ Mastercard/Visa
- ❑ Electronic Bank Transfer - *International only*
(After receipt of your form, we will contact you with bank information.)

Credit Card # _____

Exp. Date _____

Signature _____

Billing Address _____

_____

Biennial Meeting
April 19-22, 2001, Minneapolis, MN

SRCD Housing Form

FAX FORM TO:
612-335-5842
Do not mail after faxing

INTERNET:
www.srcd.org
Click on "SRCD Biennial Meeting"

MAIL FORM TO:
SRCD Housing Bureau
GMCVA
33 S Sixth Street, Suite 4000
Minneapolis, MN 55402

PAYMENT Policies and Information:

A $100 deposit (U.S. dollars) is required for each room before the reservation(s) may be processed. With your Housing Form, please include a major credit card number or a check, made payable to the GMCVA.

- Cancellations received after March 16, 2001 will forfeit a $25 cancellation penalty fee.
- Cancellations received within 72 hours of arrival date will forfeit the entire deposit.
- Early departures, changes, and cancellations after March 16, 2001 are subject to penalty fees set by the hotels.

DEADLINE for special rates is March 16, 2001. After this date, rooms and rates are based upon availability.

Rank-order 3 choices:		Single	Double	Triple	Quad
____	Crowne Plaza Northstar Hotel	$129	$129	$139	$139
____	Doubletree Suites	$124	$124	$134	$134
____	Embassy Suites Minneapolis	$125	$125	$145	$145
____	Hilton & Towers	$125	$135	$145	$155
____	Holiday Inn Express	$119	$119	$119	$119
____	Minneapolis Hyatt Regency	$133	$143	$153	$163
____	The Marquette	$135	$145		
____	Marriott City Center	$129	$139	$149	$159
____	Radisson Plaza Hotel	$135	$135	$145	$155
____	Regal Minneapolis Hotel	$121	$131	$141	$151
____	Quality Inn	$84	$90	$96	$102

★ All rates are subject to a 12% tax.

Arrival Date: _____ **Departure Date:** _____

Room type requested: ☐ 1 Bed ☐ 2 Beds
☐ Smoking ☐ Nonsmoking ☐ Handicapped

Number of occupants: 1 2 3 4

Send Reservation Acknowledgment to: (Only one will be sent.)

Name: _____
Address: _____
City: _____ **State/Province:** _____
Country: _____ **Zip/Postal:** _____
E-mail: _____
Phone: _____ **Fax:** _____

List names of all occupants:

1. _____
2. _____
3. _____
4. _____

Deposit Method: (U.S. dollars only)

Card No.: _____
Exp. Date: _____
Signature _____
OR
Check No.: _____

SRCD Preconference & Special Event Scheduling Form

Preconference Meetings, Workshops, and Receptions: The number of preconference meetings, workshops, receptions, and alumni gatherings increases every year. Although the Program Committee cannot take financial responsibility for these events, it is imperative that the SRCD office handle room scheduling, local arrangements, and, if desired, publicity in the Program Book about these events.

- Fee: $50.00 - Make check payable to: SRCD - Preconference
- Forms received without the $50.00 fee will be returned
- Deadline to be published in Program Book: November 1, 2000
- Deadline for event to be scheduled: February 15, 2001
- Events are scheduled on a first come, first served basis
- Events are subject to space and time availability
- Events may not compete with any SRCD function
- This form may be used to request a check from your institution

Event Name: _____

Group/Organization: _____

Contact Person: _____

Phone: _____ **Fax:** _____ **E-mail:** _____

Address: _____

Billing Address: _____

Type of Event (reception, dinner, workshop, other): _____ **No. of Attendees:** _____

Date: 1st Choice _____ **Time: 1st Option:** _____ **to** _____

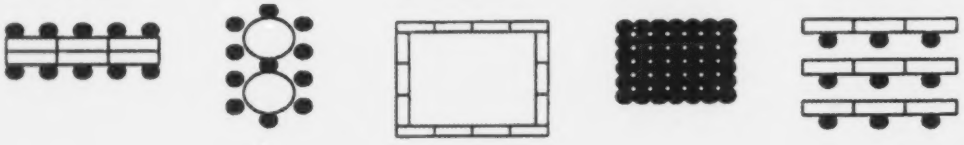
2nd Option: _____ **to** _____

Date: 2nd Choice _____ **Time: 1st Option:** _____ **to** _____

2nd Option: _____ **to** _____

Meeting setup (circle one):

Conference **Rounds** **Hollow Square** **Theater** **Classroom** **Other**



Do you have audio visual requirements? ☐ Yes ☐ No

Do you have food and/or beverage requirements? ☐ Yes ☐ No

The audio-visual vendor and hotel will contact you directly for these arrangements.

Comments: _____

_____

Send the completed form and $50.00 fee to:

SRCD Preconference Events
505 E. Huron - Suite 301
Ann Arbor, MI 48104-1567

Questions? Call 734-998-6578

Wrapping Up the Year 2000

Looking Back in Child Development Research

As the 20th century draws to a close, child development scholars might wish to take a moment to enjoy the contributions to the history of our field. To this end, we solicit your help in compiling a list of the most outstanding child development research investigations published in the last half-century.

Which studies would you nominate for the following categories and why?

- Most Revolutionary Studies
  1st Nomination:
  2nd Nomination:
- Most Important Studies
  1st Nomination:
  2nd Nomination:
- Most Controversial Studies
  1st Nomination:
  2nd Nomination:
- Most Fascinating Studies
  1st Nomination:
  2nd Nomination:

Please send nominations and brief rationale for each to: Wallace E. Dixon, Jr., Department of Psychology, Heidelberg College, Tiffin, OH 44883. Email: wdixon@heidelberg.edu.

Job Opening

New Doctoral Program in Developmental Psychology
Duquesne University

The Psychology Department at Duquesne University is offering a new Ph.D. program in Developmental Psychology. The department explores a philosophically sophisticated approach to psychology, with a strong hermeneutic, critical, and existential-phenomenological emphasis. The developmental program will suit students who desire to learn in an intellectually challenging environment that combines qualitative research with philosophical rigor and social awareness. Applications to the Master's and Ph.D. programs are due February 1. For an application or further information, contact: Duquesne University Psychology Department, Pittsburgh, PA 15282 Tel: (412) 396-6520, Email: coleman@duq.edu.

Job Opening

Department of Psychology
University of New Orleans

The Department of Psychology at the University of New Orleans, a member of the LSU system, seeks applicants for two tenure-track Assistant Professor positions for the Fall of 2001 in our Ph.D. program in Applied Developmental Psychology. We are seeking dedicated applied scientists whose research contributes to the program's primary emphasis in Developmental Psychopathology. The two primary considerations will be (1) the applicant's scholarly potential and (2) his/her ability to mentor students in conducting theory-driven research on developmental processes related to psychopathology at any stage of development (e.g., social-emotional development, peer relations, socio-cultural influences on development and on the expression of psychopathology) and in using this knowledge for many practical applications (e.g., developing innovative prevention programs). Although a commitment to a developmentally oriented approach to research and practice is necessary, applicants trained in many psychological disciplines (e.g., developmental, clinical, school, community, etc) will be considered.

This is an exciting opportunity to be a part of newly redefined program in a rapidly developing department and to play an integral role in shaping the future of both. The UNO Department of Psychology was the only department in America to be awarded the maximum increase in rating quality in the last NRC ratings of graduate psychology programs. A more complete description of the department can be found in a profile published in the September 1999 APS Observer or at our web site www.uno.edu/~psyc/. As lagniappe, New Orleans is a wonderful place to live! If this opportunity intrigues you, and you would like to discuss it informally before deciding whether or not to apply, please contact Paul Frick at (504)-280-6012 or at pfrick@uno.edu. Otherwise, applicants should send their vita, a statement of research interests and career goals, sample reprints/preprints, and three letters of reference to: Paul J. Frick, Chair, Applied Developmental Search Committee, Department of Psychology, University of New Orleans, New Orleans, LA 70148. Review of applications will begin on December 1, 2000 and continue until the positions are filled. The University of New Orleans is an Equal Opportunity Employer. Women and minorities are especially encouraged to apply.

MEMOIRS

Robert B. Cairns
1933 –1999

Robert B. Cairns died in an automobile accident on November 10, 1999, at age 66. He was the Boshamer Professor of Psychology at the University of North Carolina at Chapel Hill and the Director of its Center for Developmental Science. He had recently been given the G. Stanley Hall Award from the Division on Developmental Psychology of the American Psychological Association, and had received an honorary doctorate from the University of Stockholm, two highlights of a remarkable career.

Born in Los Angeles, Cairns graduated from Pasadena College and then attended Stanford University, receiving the Ph.D. in Psychology in 1960. Cairns' explorations of social development began at Stanford, and his upward trajectory continued with faculty appointments at three major research universities: Pennsylvania, Indiana, and North Carolina, the latter his academic home from 1973 until his death. While on the faculty at Indiana, Cairns spent a year as a visiting scientist at the Jackson Laboratory in Bar Harbor, Maine, where he gained expertise in developmental genetics and in the microanalysis of social interactions. This experience had a dramatic influence on his thinking, and from then on he investigated social, biological, and genetic factors in the development of aggression by augmenting naturalistic longitudinal research in humans with parallel experimental investigations in behavior genetics with animals.

Cairns was the founder of the Center for Developmental Science at North Carolina, an effort to give institutional expression to his commitment to a developmental synthesis that involved the integration of ideas from biology, sociology, anthropology, and psychiatry into a mix that began with developmental psychology. He was widely appreciated for his work on social development across the lifespan and across generations, his longitudinal analyses of alternative developmental pathways, his concern for understanding the mechanisms underlying developmental change, his writings on the history of developmental psychology, and his pioneering efforts to build an interdisciplinary developmental science.

In collaboration with his wife Beverley Cairns, he launched the Carolina Longitudinal Study in 1981. Now in its 20th year, this landmark investigation involves tracing the social development and academic achievement of 695 participants who had originally been seen when they were in the fourth and seventh grades. The Carolina Longitudinal Study provided the subject matter for *Lifelines and Risks: Pathways of Youth in our Time*, a volume by Robert and Beverley Cairns that in 1996 received the Biennial Best Book award from the International Society for the Study of Aggression. The investigation also led to the Carolina Intergenerational Study, in which about 400 offspring of the original participants are being studied, with the same measuring instruments being used for both generations. The understanding developed in these studies sets the stage for his most recent work with Beverley Cairns on a major intervention program in rural Alabama designed to prevent the school dropout of at-risk adolescents.

Cairns' friends valued his loyalty and his enthusiasm, as well as his lasting commitment to values that matter. He loved intellectual discussion and debate, and joyously supported the free flow of ideas. He fostered the careers of students and colleagues, moving effortlessly back and forth between the roles of critic and cheerleader. He had very high standards, and was prepared to work very hard to help his students meet these standards. He taught about development, about psychology, about science, and about being a human being. And he is sorely missed.

Peter A. Ornstein
University of North Carolina at Chapel Hill

JOB OPENING

Mt. Hope Family Center
Department of Psychology, University of Rochester

Developmental Psychopathologist: Mt. Hope Family Center, Department of Psychology, University of Rochester, a research and clinical facility in developmental psychopathology, is seeking a clinical psychologist invested in integrating research and clinical interests. A Ph.D. in clinical psychology with a strong developmental emphasis and eligibility for licensure in New York are required. Experience with school-age children and economically disadvantaged populations is desirable. The position involves conducting research in developmental psychopathology and taking a leadership role in coordinating an ongoing longitudinal study of maltreated children and a preventive intervention research program. Access is available to an extensive longitudinal database on maltreated children and families. The position includes a faculty appointment in the Department of Psychology. Send vita, three letters of recommendation, and copies of up to three representative manuscripts to: Dante Cicchetti, Ph.D., Director, Mt. Hope Family Center, 187 Edinburgh Street, Rochester, NY 14608.

MEMOIRS

Robbie Case
1944-2000

Robbie Case died suddenly of a coronary aneurysm on May 19, 2000. Professor Case was born in Barrie, Ontario, Canada on August 2, 1944. He received his B.Sc. in Psychology from McGill University in 1965. After working as a teacher on an Israeli kibbutz, he returned to Canada to attend graduate school, receiving his Ph.D. in 1971 from the Ontario Institute for Studies in Education (OISE). Upon graduation Dr. Case took a position in the School of Education at the University of California at Berkeley, where he initiated a program of research on cognitive development and education. He continued this work in subsequent academic appointments at OISE, Stanford University, and most recently at the Institute of Child Studies, University of Toronto, where he was Director.

Dr. Case had an illustrious career. His numerous awards included a Guggenheim Fellowship, the APA Distinguished Contribution to Knowledge Award, and the APA Esther Katz Rosen Award. He was also named as a Fellow of the Center for Advanced Study in the Behavioral Sciences (Stanford, California), a Fellow of the Canadian Institute for Advanced Research, and a Member of the National Academy of Education. His credits also included three books, an SRCD monograph, upwards of 75 journal articles and book chapters, and three instruction programs for teachers.

This scholarly record demonstrates Robbie Case's fascination with the many and varied aspects of the developing mind and his life-long commitment to supporting and enhancing its development in educational contexts. His capacity to integrate, synthesize, and build bridges among disciplines led to a theory of human development that was, like the object of its study, ever growing and transforming. Like Tennyson's *Ulysses*, Robbie Case was truly "a part of all that (he) had met." The result was a grand theory, thought by many to be one of the finest of our times. Yet that was not Robbie Case's sole purpose. His deep love and respect for children caused him to work unceasingly at transforming developmental theory into something that could help children and teachers in their work in schools.

But Robbie Case used his conceptualizing power not only to penetrate the mysteries of children's development and learning but also to guide others to a deeper understanding. Those of us fortunate enough to have been his students experienced first hand what teaching and mentorship should be. He challenged, supported, and transformed us, and he made us feel an integral part of his life and work. We were his extended family. He was a brilliant teacher who created a strong sense of community and an atmosphere of respect among his colleagues and students. Robbie Case gave his students and colleagues gifts of intellect, pedagogy, and friendship. His is a strong and vital legacy, one that will extend to future generations of scholars and teachers. He will be sorely missed.

Robbie Case is survived by his wife, Nancy Link, and his children Rebecca, Jonathan, and Sarah.

A commemorative conference was held at the University of Toronto in early October 2000. Entitled "A design for development: The Legacy of Robbie Case," the program included presentations by colleagues from various universities as well as by former students.

Anne McKeough, University of Calgary
Yukari Okamoto, University of California, Santa Barbara
On behalf of former students of Professor Case

JOB OPENING

Mt. Hope Family Center
Department of Psychology, University of Rochester

Assistant Professor/Research Associate: Mt. Hope Family Center, University of Rochester seeks a full-time, non-tenure track research psychologist with statistical expertise. The Center conducts longitudinal research projects in the area of developmental psychopathology, with special interests in child maltreatment, offspring of depressed mothers, and other high-risk populations. Primary responsibilities include taking a leadership role in organizing extensive longitudinal databases and conducting complex statistical analyses. Collaborate with researchers in design of new studies. Provide statistical consultation to staff and graduate students. Required qualifications include: Ph.D. in psychology or related discipline with strong background in quantitative methods and psychometrics. Especially interested in applicants with expertise in structural equation modeling, growth curve modeling, survival analysis, and related statistical techniques with strong skills in SAS, SPSS, LISREL, and EQS. Competitive salary and benefits package. Interested candidates should send a letter of interest, vita, reprints/preprints, and three letters of reference to Chair, Search Committee, Mt. Hope Family Center, 187 Edinburgh St., Rochester, NY 14608. An Affirmative Action/Equal Opportunity Employer.

Job Opening

Department of Psychology
University of Wisconsin – Stevens Point

Developmental/Child Clinical Position: The University of Wisconsin-Stevens Point Department of Psychology announces a doctoral level, tenure-track assistant professor position to begin August 26, 2001. A Ph.D. in developmental or clinical child psychology is required. Teaching experience and evidence of scholarly potential are desirable. The candidate will be expected to teach undergraduate courses in life-span developmental psychology, introductory psychology, personality, behavior problems in children, and undergraduate courses related to the candidate's area of expertise. Teaching load is 12 credits per semester. Research opportunities are available. Successful candidates will be dedicated to excellence in undergraduate teaching. Student advising, service, and scholarly activities with the possible undergraduate involvement in the candidate's research program are expected. Submit letter of application, vita, undergraduate and graduate transcripts, and a minimum of three letters of recommendation to: C. Wells, Chair, Department of Psychology, University of Wisconsin-Stevens Point, Stevens Point, WI 54481. Complete application must be received by February 12, 2001. EEO/AA Employer

Job Opening

Institute for Policy Research and School of Education and Social Policy
Northwestern University

Postdoctoral Fellowship: One- to two-year full-time research position at the Institute for Policy Research and the School of Education and Social Policy, Northwestern University, with P. Lindsay Chase-Lansdale. Focus on multidisciplinary, policy-relevant research on children and families, especially "Welfare, Children, & Families: A Three-City Study" (www.jhu.edu/~welfare). Requirements include a Ph.D. in psychology, sociology, economics, or related field, a strong research background, preferably including experience with large data sets and longitudinal statistical analyses, and an interest in child development and poverty issues. See http://www.sesp.nwu.edu/CFP for position details. Send a cover letter stating research interests, a curriculum vita, relevant reprints or preprints, and names of three references by March 1, 2001, to P. Lindsay Chase-Lansdale, Ph.D., Institute for Policy Research, Northwestern University, 2040 Sheridan Road, Evanston, IL 60208-4100. Position to start Summer 2001. Minority applicants are encouraged to apply.

Job Opening

Child Development Laboratory
University of Maryland, College Park

The Child Development Laboratory at the University of Maryland has an opening for a postdoctoral fellow in developmental psychology and neuroscience. Research ongoing in the lab is focused on the biological correlates of social and emotional development in infants and young children. Studies include assessing the role of frontal lobe executive functions on emotion regulation, individual differences in infant and child temperament, and the effects of early experience on brain development. Individuals with expertise in electrophysiology, including EEG or ERP work (adult or child), are encouraged to apply. The position begins September 1, 2001. Interested individuals should send a CV to Nathan Fox, Child Development Lab, Department of Human Development, University of Maryland, College Park, MD 20742. Inquiries should be sent to nf4@umail.umd.edu

Job Opening

Developmental Research Postdoctoral Traineeship
University of California – Santa Cruz

A two-year postdoctoral traineeship (post-Ph.D.) is available in an NIH-funded developmental research training program to begin Fall 2001. The trainee will develop research of mutual interest with program faculty, focusing on individual, interpersonal, and cultural processes involved in human development in diverse communities and in institutions such as families and schools. Faculty: Akhtar, Azmitia, Callanan, Cooper, Gibson, Gjerde, Harrington, Leaper, Rogoff, Tharp, Thorne. Send vita, statement of research interests and career goals, and reprints, and request at least three recommendations to be sent to: Barbara Rogoff, Postdoc Search, 277 Social Sciences 2, University of California, Santa Cruz, CA 95064. Applications will be considered beginning March 1 and until position is filled. Minorities are especially encouraged to apply.

SRCD Notices

Newsletter and Memoir Editors

Alberta Siegel with granddaughter, Sydney

Pam Reid with granddaughter, Grace

Obituaries

Floyd M. Martinson, 1916-2000

Dr. Martinson died peacefully at his home on April 23, 2000. An alumnus and professor of the University of Minnesota, he was professor of sociology at Gustavus Adolphus College, where he taught and published in the areas of family sociology, sexuality, and social psychology. A recipient of the Alfred C. Kinsey Award and an award from the Society for the Scientific Study of Sex, he studied and taught in subject areas that were beyond the mainstream; his work in the field of sexuality was progressive and often "raised eyebrows." Dr. Martinson never retired. He continued to write and publish until his death. He began membership in SRCD in 1998.

John F. Teare, 1951-2000

Dr. Teare died August 23, 2000 from heart disease complications. He was Director of Out-of-Home Program Research in the Program and Staff Development Department at Boys Town. He began his 20-year career at Boys Town in 1979 as a staff psychologist at the Boys Town National Research Hospital. In 1995 he earned his Ph.D. from the University of Nebraska. Dr. Teare was known for his research on emergency shelters, a field with very little scientific definition. He had been an SRCD member since 1998.

Hanus Papousek, 1922-2000

A distinguished pediatrician, scientist, mentor, humanitarian, and teacher, he was an eminent and pioneering figure in the physician-psychologist nexus of developmental science, infancy studies, and infant-parent relationships. Dr. Papousek earned his medical degree at Purkinje University in Brno in 1949. His most recent posts were at the Max Planck Institute for Research in Psychiatry and the Ludwig-Maximilian University in Munich, Germany. A founding member of ISIS, he was recently elected president of that organization. He had been a member of SRCD since 1965.

SRCD Newsletter

Editor
Pamela Trotman Reid
pamreid@umich.edu

Managing Editor
Thelma Tucker
tetucker@umich.edu

Memoirs
Alberta Siegel
Fax: (650) 233-8923

The Newsletter is published four times a year: Circulation is approximately 5,400. The newsletter is distributed to all members of the SRCD including researchers, practitioners in the field of child development, social and behavioral sciences, social workers, administrators, physicians, nurses, educators, and students.

To submit copy for the SRCD Newsletter: The newsletter publishes announcements, articles, and ads that may be of interest to members of the Society, as space permits.

Copy deadlines:
March 1
June 1
September 1
December 1

For advertising rates--website display ads, classified or display ads for the newsletter--contact the SRCD Office or tetucker@umich.edu.

Governing Council

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Past President .... Frances Degen Horowitz
President-Elect ... Ross D. Parke
Secretary ..... W. Andrew Collins
Members ..... Joseph J. Campos
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Sandra Graham
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Mary K. Rothbart
Arnold Sameroff
Jack P. Shonkoff
Carolyn Zahn-Waxler
Ex Officio ..... John W. Hagen

ANNOUNCEMENTS

SRCD Newsletter: Submitting Guidelines

Photographs:

- 300 DPI, grayscale, "tif" files only.
- "jpg" files or files from the internet are unacceptable—they are not print quality.
- metafiles (MTF or ETF) are unacceptable.

If you do not have a scanner to produce the photo quality we need, loan us your photo; we will scan it for our use, then return it to you.

Text: Provide your material in unformatted text blocks only, preferably using "Times New Roman" font in Word or WordPerfect. A photo of the author or topic or both to accompany the article would be greatly appreciated (see photo submission guidelines above).

Ads: Provide your material in unformatted text blocks only, preferably using "Times New Roman" font in Word or WordPerfect. No logos are accepted.

Meetings

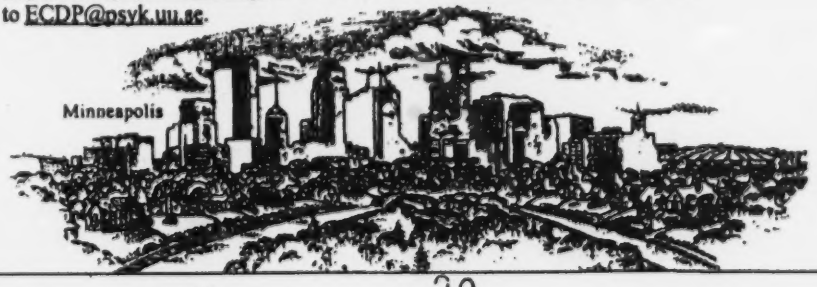
"Core Knowledge and Skills for Working with Families," and training calendar, February 15, 2001, a Preconference of the 9th Annual Conference on Parent Education, February 16-17, 2001 at the University of North Texas, Denton, TX.

The Jean Piaget Society invites program submissions for the 31st Annual Meeting to take place in Berkeley, California, May 31-June 2, 2001. Plenary speakers include Terrance Deacon, V. S. Ramachadran, Annette Karmiloff-Smith, Daniel Slobin, and Elizabeth Bates. In addition, several Piagetian scholars will lead a special feature seminar on Piaget's Biology and Knowledge. Submission deadline is December 1, 2000. Please see the Jean Piaget Society website http://www.piaget.org for submission details or write to: Dr. Eric Amsel, Weber State University, Ogden, Utah, 84408-1202 or email: eramsel@cc.weber.edu.

25th Annual National Quality Infant/Toddler Caregiving (QIC) Workshop, June 18-22, 2001, 8:30 a.m. – 4:30 p.m. under the directorship of Dr. Alice Honig. Contact: Syracuse University Continuing Education Inquiries, 700 University Ave, Syracuse, NY 13244-2530. Fax: 315-443-4174. Email: parttime@uc.syr.edu. 24-hour Tel: 315-443-9378.

Summer Institute on Training and Facilitation for Parent, Family, and Child Care Professionals, June 26-28, 2001 at the University of North Texas, Denton, TX. For more information, contact Rebecca Edwards (redwards@coefs.coe.unt.edu) or Arminta Jacobson (jacobson@coefs.coe.unt.edu. Tel: (940) 369-7246. Website: www.unt.edu/cpe.

The Xth European Conference on Developmental Psychology will be held in Uppsala, Sweden August 22-26, 2001. For abstract submission forms and more information, please visit our web site http://www.psyk.uu.se/ecdp/ or send email to ECDP@psyk.uu.se.



Calls, Opportunities, & Updates

Nominations for the Eleanor E. Maccoby Book Award, to be presented by Division 7 of APA, are invited for the year 2001. Books published in 2000 that have had or promise to have a profound impact on developmental psychology are eligible. Edited volumes are not eligible. Self-nominations are permissible. If you have a favorite book on your reading list, you are encouraged to submit it. Please provide the title, author(s)' full name(s), publisher, and publisher's address, if possible, along with a brief description of the book and capsule summary of its importance for understanding the psychology of human development. Please send nominations to Kathy Hirsh-Pasek, khirshpa@nimbus.temple.edu, before February 15, 2001.

Vulnerable Infants Program of Rhode Island (VIP-RI) — Women & Infants Hospital of Rhode Island has received two major grants to lead a project that will bring together state and community agencies in the development of a new model of care and support for drug-exposed infants and their mothers. For more information about the project, please call the Infant Development Center at (401) 453-7640, or email Dr. Lester at barry_lester@brown.edu or on the web at www.infantdevelopment.org.

Board on Children, Youth, and Families announces an updated and expanded website. Visit them at national-academies.org/cbsse/boycyf.

ANNOUNCEMENTS (CONT.)

Learning the Real World along with the American Academy of Pediatrics will fund year-long research grants that investigate questions relating to computer use and gross motor and visual motor development in young children. Ages birth through eleven years are of particular interest. Researchers in child development, neuropsychology, children's health, early childhood education, and related fields are invited to propose research projects that will investigate the possible connection between early and frequent computer use and children's gross and visual motor development. Requests for support must be received by February 28, 2001. Awards will be announced March 2001. Proposals should be addressed to: Jennifer Stone, American Academy of Pediatrics, 141 Northwest Point Blvd., Elk Grove Village, IL 60007-1098. For inquiries and additional information, contact William L. Rukeyser, Coordinator at Learning in the Real World (Tel: 530-661-9240; email: realworld@aol.com) or Jennifer Stone, Manager, Health Education, American Academy of Pediatrics (Tel: 847-434-7870; email: jstone@aap.org). Additional information about the sponsoring organizations is available at www.aap.org and www.realworld.org.

Six Free Satellite Videoconferences — Six three-hour, free satellite videoconferences on the recognition and reporting of child abuse and neglect will be conducted at The University of Maryland. The objective will be to provide high-quality training on the recognition and reporting of child abuse and neglect to professionals mandated to report suspected child maltreatment. The material will be suitable for those without any prior exposure to the subject as well as those who have had substantial experience making reports. The programs will also be appropriate as preservice and in-service training for child protective and child welfare workers. The topics for the next programs cover basic reporting responsibilities, physical abuse, sexual abuse, physical neglect, psychological maltreatment, and parental disabilities (such as mental illness or drug or alcohol addiction):

- January 18 - Reporting obligations: The legal framework.
- February 15 - Is it physical abuse?
- March 15 - Is it sexual abuse?
- April 19 - Is it physical neglect?
- May 17 - Is it psychological maltreatment?
- June 21 - Is it a reportable parental disability?

The videoconferences will originate in Washington, DC, and be distributed live via C-band satellite signal to downlink sites across the country. The program will run for 3 hours (with a 15 minute break at about the program's midpoint): Eastern time: 12:30-3:30; Central time: 11:30-2:30; Western time: 10:30-1:30; Pacific time: 9:30-12:30 For more information, please visit us on the web at www.welfareacademy.org. Phone: (202) 862-4879. Fax: (202) 862-5802. Welfare Reform Academy, 1150 17th Street NW 10th Floor, Washington, DC 20036.

Nominate Undergraduate Students — A week-long, all-expense-paid institute for undergraduate students will be held at the University of Colorado at Boulder from June 23-July 1, 2001. The 2001 Summer Science Institute will invite 32 talented students in the science of psychology to experience cutting-edge psychological research. Applications must be submitted no later than February 6, 2001 and filed electronically. For an application, see www.apa.org/science/ssi.html or visit the website at the APA Science Directorate at science@apa.org or call (202) 336-6000.

Longitudinal Data Available — Extensive data from Phase 1 of the National Study of Early Child Care (SECC) are archived and now available for developmental and other psychologists to analyze. SECC represents a complex and detailed longitudinal study of data from 10 sites. Researchers measured children's development from birth through middle childhood. Phase 1 traced the children's development from birth to 3 years of age. As of January 1, 2000, those qualified researchers may become affiliated with the study and apply for the rights to the data from NICHD. A description of the process and an application to obtain Phase I data are available from public.rti.org/secc/PhaseIData.cfm. For further information, contact: Dr. Sarah Friedman of the NICHD at NIH.

Classified Ads

Department of Human Development and Family Studies, University of Wisconsin – Madison, Infancy and Early Childhood. The Department of Human Development and Family Studies, University of Wisconsin – Madison, invites applications for a tenure-track assistant professor position starting August 2001. Candidates should have a doctoral degree and active developmental research agendas in infancy and early childhood with a focus on intervention, prevention, assessment and/or early childhood education. We give preference to candidates who bring an ecological orientation to the study of human development in diverse applied settings. Responsibilities include conducting high quality research, competing for extramural funding, teaching undergraduate and graduate courses, advising undergraduates, and supervising MS and PhD students. Application deadline to insure consideration is February 16, 2001. Send letter of application, vita, and three letters of reference to Inge Bretherton, Search Committee, Human Development & Family Studies, 1430 Linden Drive, University of Wisconsin, Madison, WI, 53706. The University of Wisconsin – Madison is an Equal Opportunity-Affirmative Action Employer.

JOB OPENING

Department of Human Ecology
University of Texas at Austin

Family Sciences/Studies: The Division of Human Development and Family Sciences, Department of Human Ecology, University of Texas at Austin, seeks to fill a 9-month, tenure-track position in Family Sciences beginning September 1, 2001. Although we anticipate hiring an Assistant Professor, applicants at more advanced levels will be seriously considered. Applicants must have a Ph.D. and expertise in at least one of the following areas: family sciences/studies, family economics, family sociology, family psychology, or related area of study. Scholars with any substantive interest in families will be considered, but those who study the economic and social context of families, economic behavior of families particularly with regard to work-family roles and issues, and/or ethnic and cultural diversity of families are especially encouraged to apply. Successful candidates will show promise of research productivity, grantsmanship, teaching excellence and ability to contribute to a collegial, interdisciplinary academic environment. Send curriculum vitae, preprints and reprints, and three letters of recommendation to: Drs. Ted Dix or Sue Greninger, Co-chairs, Search Committee, Human Development and Family Sciences, GEA 117/A2700, University of Texas at Austin, Austin, TX, 78712. (Email: t.dix@mail.utexas.edu or sgreninger@mail.utexas.edu if you have questions.) Review of applications will begin January 8, 2001 and will continue until position is filled. The University of Texas is an Equal Opportunity/Affirmative Action Employer.

** Visit SRCD's website (www.srcd.org) regularly. **

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SRCD

DEVELOPMENTS

Newsletter of the Society for Research in Child Development

Volume 44, Number 2 **April 2001**

Notes from the Executive Officer

Recently I had the pleasure of attending the 167th National Meeting of the American Association for the Advancement of Science in San Francisco (Feb. 15-20, 2001). There were 6,000 - 7,000 attendees, a large proportion of whom were from the media—national press, radio, and television. The science presented is of very high quality but is aimed at a broad audience and hence serves the goal of AAAS to communicate the best of science to the public. Their journal *Science* has a similar goal.

There are thirteen sections covering virtually all areas of science within AAAS and many are relevant to the work of SRCD members, including Brain, Mind and Behavior; Life Science and the Science of Life; Medicine and Public Health; Science, Engineering and Public Policy; and Education and Public Understanding. Among the plenary speakers this year was Francis S. Collins, director of the National Center for Human Genome Research in the National Institutes of Health. His talk, "Consequences of the Human Genome Project for Medicine and Society," included many issues and examples highly relevant to behavior and development.

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Focus on ...
Students and Internet Research

Fred Rothbaum
Tufts University

The rapidly increasing quantity of material available on the World Wide Web has the potential to make students better informed about the latest child and family research. That is the good news. The worrisome news is that, over the past several years, undergraduate students in child development—at least the students whom I teach (in the Eliot-Pearson Department of Child Development at Tufts University)—have come to rely extensively on web-based information. The abundance of web sites, combined with their accessibility, leads students to rely less on books and journals, which students believe are adequately summarized on the Web. While my evidence of increased reliance on the web by child development students is anecdotal, research at Duke University indicates that most students rely more on Web than print materials when seeking

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Tufts WebGuide Team, from left: Aaron Wright, Evan Chakroff, Jillian Richard, Kristi Walsh; sitting from left: Priya Luthra, Nathan Machida.

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A Student Speaks

Taking the Road Less Traveled Across Cultures and Through Disciplines at NBCDI

Carlos Juan Marrero
Program Associate, National Black Child Development Institute, Inc.

As a Ph.D. student in developmental psychology at the City University of New York Graduate Center, I know that students are seldom given opportunities to participate in work that has great potential for improving the lives and futures of minority young children and their families. Work relevant to the lives of minority students in the psychology continues to be exceptional, partly because of the narrow sampling approaches and interests privileged by psychologists and other scientists. A unique and pioneering cross-cultural collaboration between *National Black Child Development Institute (NBCDI)* and the *National Council of La Raza (NCLR)* has changed all that for me and has given me opportunities to work closely with early childhood leaders working to expand access to quality early education in African American and Latino communities.

In a move to empower Latino and African American families in need of quality early care and education for their children, NBCDI sought and obtained a partnership with NCLR funded by The Prudential Foundation. This collaboration creates opportunities for dialogue between Latino and African American leaders in early childhood communities, and helps them advocate through a unified voice for the youngest children of Los Angeles, Miami, and New Jersey. Since its first year of implementation, the work of this cross-cultural initiative continues to engage and support a seminal dialogue between "majority" and "minority" (African American and Latino) early childhood professionals around the grave difficulties that families face when they seek, as they increasingly must in growing numbers, early care and education services that are accessible, affordable, and culturally and developmentally appropriate.

Carlos Juan Marrero, his niece and nephew.

Having grown up in New Jersey and Puerto Rico in the 1960s and 1970s, I understand the urgency required to rethink and re-shape early care and education policy and practices, so that minority and immigrant children and families do not have to live and work in institutions that were not designed with their needs in mind. Thus, my role as a program associate is exciting as I have the opportunity to provide facilitation services to community leaders in this effort. The realism and insights of these community early childhood leaders are laying the groundwork for meaningful solutions and enabling families to more fully support their children's entry into standards-driven education. This cross-cultural and interdisciplinary work has become the meeting ground where traditions and communities can cross-pollinate and become mutually supportive; where the production of sound knowledge and best practices go hand in hand. For me, this has meant becoming the kind of scientist-practitioner that contributes to emerging understanding and emerging human activity through dialogue, rather than through clever and incisive observations from a "God's eye" view.

Listening carefully to a remarkable range of voices, cultivating relationships within communities without losing track of goals and tasks, recognizing legitimate authorities in familiar and unfamiliar social locations, bridging the discourses of distinct but complementary communities, all have become the skills I have developed, juxtaposed and strengthened alongside the seemingly opposite accomplishments of my scientific training. As this unprecedented dialogue grows into its second year of implementation through meetings and cross-cultural Community Forums, NBCDI and NCLR are helping these communities take their next steps by orchestrating the formation of Community Task Forces that will put into practice (within their communities) the many lessons learned through dialogue.

From this growing dialogue we have learned a number of critical things about what children and families need to be viable sources of tomorrow's citizens. These lessons are now coalescing into action agendas for some of our most vulnerable children. Although we cannot do justice to the stories we have heard, a number of themes emerge from

(cont. on p. 4)

SRCD Washington Office Report

The New Policy Scene in D.C.

Lauren G. Fasig
Office for Policy and Communications, Washington DC

This column will regularly feature profiles of federal agencies that support child development research. This practice will continue the tradition started by the previous Washington Office, and will provide regular updates of Federal activities to the membership. Additionally, the column will include information about policy developments and relevant Federal events and happenings as they occur.

It is a time of renewal in Washington, D.C., and not just for the daffodils that are beginning to sprout. Our protracted winter election yielded a new President, a new Cabinet, a shaken-up but still narrow Republican majority in the House of Representatives, a 50-50 split in the Senate, dramatic changes in committee chairmanships, and extensive changes in the leadership of federal agencies. The policy landscape certainly looks different, and it offers the Office for Policy and Communications many opportunities and exciting challenges.

President Bush is living up to his campaign promise to make education a top issue in his administration. He has proposed his blueprint plan for the re-authorization of the Elementary and Secondary Education Act (ESEA), the federal programs that support K-12 education. (For more information about the President's plan, see the February issue of our on-line newsletter, *Washington Update*, at http://www.srcd.org/policywashupdate.html). The President has also proposed sweeping tax cuts and continues to talk about moving Head Start from the Department of Health and Human Services (DHHS) to

Lauren Fasig

the Department of Education (DoEd). Each of these proposals has far-reaching implications for children and their families, especially those living in poverty. We will be actively working with the administration to provide research-based information regarding the potential effects of new policies.

New Cabinet members Tommy Thompson, Secretary of DHHS, and Rod Paige, Secretary of DoEd, will have the greatest impact among the new appointees on issues of science policy and social policy of interest to SRCD members. Secretary Thompson will choose the next director of the National Institutes of Health (NIH) and may make changes in the line-up of Institute directors. Additionally, he oversees the Administration of Children, Youth, and Families, Head Start, the Social Services Block Grant funds, and other programs designed to serve children. Secretary Paige will oversee any potential reorganization in the DoEd, in addition to the implementation of any re-authorization of the Office of Educational Research and Improvement (OERI). He will also be involved in the President's proposal to move Head Start and/or increase the literacy focus of the Head Start programs.

Changes in Congress will present new opportunities in science and social policy as well. The 50-50 split in the Senate led to a new power-sharing agreement that allows the Republican majority to retain all committee chairmanships, but guarantees that overall committee membership will be divided evenly between the parties. One consequence of this agreement is that committee funds will now be divided evenly, allowing the minority staff equal resources as the majority staff. This has far reaching implications for the minority's ability to effectively cover issues and propose legislation. Additionally, the equal split in committee membership means that contentious bills that would have otherwise been killed in the subcommittee because of majority party action will now make it to the full committee for consideration. At that level, either the committee chair or the ranking minority member can effectively ignore the tie vote and take the bill to the full Senate. If the process works as planned, more bills will be voted upon. We can only hope that this means the Senate will be successful in passing more legislation than they were in the 106th Congress.

In both the Senate and the House, Republican self-imposed term limits have led to sweeping changes in committee chairmanships. In the House this shake-up had some unexpected results. For example, Rep. Regula (R-OH) was named chair of the Labor, Health and Human Services, and Education Subcommittee of the Appropriations Committee. This influential subcommittee controls funding for NIH and the rest of DHHS as well as DoEd. However, Mr. Regula has not previously sat on this subcommittee, and, unlike the previous chairs, has not had the opportunity through years of service to learn about the substantive issues that pass through the subcommittee. Through several of the coalitions in which we participate and individual efforts, the Office for Policy and Communications will work to take advantage of this opportunity by working with subcommittee staff to inform subcommittee decisions.

As you can see, the new political panorama provides many opportunities for the Office for Policy and Communica-

(cont. on p. 5)

Program Committee Report

Charles A. Nelson and
Grazyna Kochanska
2001 SRCD Program Co-Chairs

Over the last three meetings we have heard comments such as "the meeting is too big," "too many sessions going on at the same time," "not enough time to visit/network with colleagues." Given that professional meetings are important for career development, our goal is to make attending SRCD biennial meetings a rewarding experience.

Many of you were very disappointed not to have your symposia accepted for the 2001 meeting. We have heard from quite a few of you personally. This is an unfortunate result of an increase in submissions with no complementary growth in meeting space, which, of course, results in increased competition, particularly in the symposium category. Therefore, regrettably, many excellent symposia, often representing a joint effort of respected scholars, were not accepted.

The acceptance rates for symposia for the 2001 biennial meeting were 68% for poster symposia and 69.3% for paper symposia.

For example, 18 poster symposia and 196 paper symposia were submitted for the 1999 biennial meeting; 32 poster symposia and 313 paper symposia were submitted for the 2001 biennial meeting. Meanwhile, the number of rooms available for presentations held steady. For this reason, many symposia that received very high ratings were not accepted for the 2001 meeting.

The acceptance rates for symposia for the 2001 biennial meeting were 68% for poster symposia and 69.3% for paper symposia. The acceptance rate for discussion hours was even lower, 59.8%. All of these formats require individual rooms for presentation. By contrast, the acceptance rate for posters was 82.7%. Poster sessions share space with exhibitors and are presented in the exhibit hall where there are thousands of square feet of available space. The goal for poster acceptance is to set a "cut-score" that maintains the scientific integrity of the biennial meeting.

There are several other interesting statistics we would like to share with you. We received submissions that included 1,456 authors from 46 countries outside the United States. Based on self-declared membership status (with minimal substantiation), SRCD members represent 3,226 of the submitting authors, while 3,279 authors are not SRCD members, and 462 have undeclared membership status. Of the submitting member authors, 163 are postdoctoral members, 3 are emeritus members, 971 are graduate student members, and 46 are undergraduate student members. Thus of the total 3,226 submitting SRCD members, 1,134 member authors are in the early stages of career development. Of the 614 people invited to serve as reviewers for the 2001 biennial meeting program, 553 accepted the challenge—102 more reviewers than for the 1999 program.

As the biennial meeting continues to grow and change over time, unbelievable as it may seem, many of the same issues resurface for review and consideration. Although the Program Committee reviews and revises the meeting review process after every meeting, every decade or so a few issues require in-depth study. The Program Committee has undertaken the examination of review panel composition and submissions to each of the panels, as well as the roles of panel chairs in the overall review process. Also of concern is maintaining a diverse invited program. These issues are cause for concern, not only for the Program Committee, but also for the Society as a whole and will be addressed at this year's Governing Council

The invited and submitted program for the 2001 Biennial Meeting is large, diverse and exciting. In spite of the concerns described above, we are confident that attendees will be more than pleased with the program. The beautiful Minneapolis Convention Center provides lots of opportunities for informal exchange as well as state-of-the-art facilities for the sessions, the posters, and the exhibits. We look forward to seeing you there.

A Student Speaks (cont.)

(cont. from p. 2)

the conversations with service providers and other leaders in these communities.

One dominant theme is the need for developing systemic integration of services for young children and their families. Another major theme is the need to bring parents and caregivers into the care and education of the youngest of children. The last theme covered by this discussion of this emerging dialogue is the need for public debate and a collective, societal valuing of early care and education. In many communities, serving the needs of young children will require creating viable businesses and supporting the professionals who can provide these services.

I end this brief account of my foray into this pioneering and promising work by affirming the potential that it has for improving the lives of all families with young children in America. It is my hope that more opportunities of this sort will encourage advanced students to travel down these unfamiliar roads, so that the advancement of science and knowledge is more closely aligned with the developmental needs of communities.

SRCD Washington Office Report (cont.)

(cont. from p. 3)

tions to address the science and social policy issues affecting children and their families. Stay tuned to this column and peruse our on-line monthly newsletter, *Washington Update*, for up-to-date information regarding our activities and policy developments.

Members in the Media

The SRCD Office for Policy and Communications is interested in highlighting our members who are featured in the news media for their work on various research-related topics. The following are submissions by our members and are presented according to affiliation, name and date of the media coverage, and title or brief description of the topic:

David W. Eby, University of Michigan Transportation Research Institute: *The Atlanta Journal and Constitution*, December 8,13, 2000: "Young drivers and cognitive development."

Michael Lewis, UMDNJ-Robert Wood Johnson Medical School: *The New Yorker*, February 12, 2001: "Crimson Tide: What is blushing? No one knows for sure, but it can ruin your life."

Nora S. Newcombe, Temple University; **Janellen Huttenlocher**, University of Chicago; **David Uttal** and **Dedre Gentner**, Northwestern University: *Chicago Tribune*, December 25, 2000: "Spatial research is altering the shape of early learning."

Robert Sternberg, Yale University: *The Chronicle of Higher Education*, January 12, 2001: "Psychology PhDs pass on academe."

Ellen Winner, Boston College: *Los Angeles Times*, November 22, 2000: "Where bright minds can shine."

We strongly encourage all members to report current and recent past noteworthy mentions in local, state, or national: magazines, newspapers, news broadcasts, radio spots, interviews, or articles published based on their research. Information may be mailed, e-mailed, or faxed to:

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Job Opening

Department of Psychiatry
University of Pittsburgh School of Medicine

The Department of Psychiatry at the University of Pittsburgh School of Medicine, Western Psychiatric Institute and Clinic, has a unique opening at the level of Assistant Professor of Psychiatry tenure track for a position on the Pittsburgh Girls Study. This major longitudinal study on the development of antisocial behavior, substance abuse, and mental health problems in girls was recently started. The study focuses on the developmental aspects of these behaviors, risks and protective factors, and opportunities for possible intervention without being an intervention study. We seek a person with a background in the social sciences, particularly with a focus on the development, risk factors and protective factors of problem behaviors in girls.

This person will be expected to take a major role in the scientific and practical implementation of the Pittsburgh Girls Study in collaboration with the current principal investigators, Rolf Loeber, Ph.D., Magda Stouthamer-Loeber, Ph.D., and Kate Keenan, Ph.D., suggest and develop new directions in research initiatives, and be actively involved in scientific publications and presentations. Applicants should have a Ph.D. in Psychology (or academic equivalent) and postdoctoral training in a clinical/psychiatric research setting; relevant theoretical/practical background; demonstrated interest in the area of antisocial behavior, substance abuse, and mental health problems; and demonstrated evidence of research potential. Clinical experience with female children and adolescents is an advantage. Good interpersonal, communication, writing and problem-solving skills are essential. Salary is commensurate with experience. For consideration please send a letter of interest, curriculum vitae, and three letters of recommendation to: Rolf Loeber, Ph.D., University of Pittsburgh Medical Center, Western Psychiatric Institute and Clinic/531 BT-2593, 3811 O'Hara Street, Pittsburgh, PA 15213. Fax (412) 624-0515; Email loeberr@msx.upmc.edu

Applicants are encouraged to respond as quickly as possible. The University of Pittsburgh is an educational institution and as an employer does not discriminate on the basis of race, color, religion, ethnicity, national origin, age, sex, or marital, veteran, or disabled status. This commitment is made by the university and is in accordance with federal, state and local laws and regulations.

MEMOIRS

Alfred L. Baldwin
1914-1998

Alfred Baldwin had the skill to be doing the right things in the right places at the right times. From his quantitative contributions to the study of personality at Harvard, to his analyses of parenting behavior at Fels, to his advocacy of naive psychology as an approach for understanding children at Kansas, to his exposition of theories of development at Cornell, to his presidency of SRCD, he was able on each occasion to propel our discipline forward. Each accomplishment added to our understanding of child development and provided a basis on which others could build.

Al's career in psychology began in the third grade when he took a sabbatical from elementary school to sit in on his father's course at Friends University in Wichita, Kansas. He began his connection to the University of Kansas while he was in the 10th grade, when his father moved the family to Lawrence to complete his doctorate in psychology. After completing high school, Al enrolled at Kansas where he vacillated between a career in psychology and one in psychiatry. His commitment to psychology was solidified when he entered the master's program completing a study of individual differences in rat learning behavior, the earliest manifestation of his interests in personality.

When he moved to Harvard to obtain his Ph. D., his first-year class in 1938 included Jerome Bruner and an overrepresentation of to-be-famous psychologists who despite being "fairly conceited and rambunctious" condescended to let the faculty teach them. The result was Al's influential dissertation, supervised by Gordon Allport, on the letters of Jenny where for the first time someone attempted a quantitative analysis of a qualitative life history. The Jenny letters moved Al from a primary interest in personality research to developmental psychology when he was offered a job in 1941 at the Fels Research Institute to do similar analyses of the reams of information on each child in their longitudinal study.

At Fels part of Al's job was to interview mothers during their child's visit to the laboratory. With data from 30 observation scales, and in collaboration with Joan Kalhorn and Fay Breese, he produced the 1949 *Psychological Monograph* on "The appraisal of parent behavior," documenting that standardized observations of family interactions were of comparable validity to clinical case records, a novel idea at the time. While his colleagues at Fels were concerned that the accuracy of their hundred point scales would be compromised by differential paper shrinkage to varying humidity conditions, Al concentrated on methodologies for reducing data into understandable dimensions of parenting.

After Fels and an interlude doing military research, Al returned to the University of Kansas and became chair of the department where both he and his father had been graduate students. Kansas was a potpourri of psychological theorizing with field theorists, Gestaltists, topological psychologists, and the psychoanalytic thinking of the clinical faculty based at the Menninger Clinic. Al was especially interested in the intuitive psychology espoused by Fritz Heider. In his work on pride and shame and later on kindness with Clare Baldwin, his wife, he found that even preschool children were adept at general understandings of human behavior, work that is now the core of more recent theory-of-mind research. He was less concerned with the limits of early thinking and more with the competencies young children showed. In 1953 Al moved to Cornell to be head of the Department of Child Development and Family Relations, and then, after a brief stint at New York University from 1964-68, returned to Cornell to be Director of the Center for Research in Education.

His association with Norman Garmezy who was a visiting professor at Cornell in 1970 reinforced his interest in competence. Garmezy connected Al and Clare to a collaborative study being directed by Lyman Wynne at the University of Rochester. In this investigation of the development of children of mentally-ill parents, the Baldwins focused on observational analyses of parent-child interactions and found surprising mental health in the children as well as surprising competence of mentally-ill parents in caring for their children. Al's connection with these studies of risk in children led him to join the psychology department at Rochester in 1975 where he retired in 1980 but remained active in research until his death. During the Rochester years Al and Clare became associated with the Rochester Longitudinal Study, where they examined adolescents reared in conditions of social risk. Again they found surprising competence in minority families whose offspring were doing better than would be predicted by their level of social adversity.

Al's contributions to empirical science were matched by his exposition of the theoretical foundations of the study of child development. His influential textbook in 1955 and theories of development book in 1967 pulled together many perspectives in the field. From these he drew the surprising conclusion that most theoretical debates were a waste of time because most theories were unrelated, rather than contradic-

(cont. on p. 10)

MEMOIRS

Paul Henry Mussen
1923-2000

Paul Henry Mussen died of cancer on July 7, 2000, at the age of 78. Typical of his down-to-earth, informal style, he did not want any fuss over his death or activities to commemorate his passing. Nonetheless, his family, friends, neighbors, co-workers, and ex-students shared their memories of Paul, and expressed their affection and esteem for him, at a gathering at his home two days later. As people spoke, common themes emerged: Paul's warmth and interest in those around him; his supportive relationships with students, colleagues, and staff; his broad interests; and the high quality of his writing and editing contributions to the field of developmental psychology. He also was remembered for his wit and his zest for life, including his love of swimming, the food scene, history, good novels and biographies, travel, painting, sculpture, and opera.

Paul was one of the pioneers in modern developmental psychology. He was among a small group of developmentalists who moved the field from a behaviorist, stimulus-response orientation to a focus on parental socialization and issues of internalization. Although trained in clinical psychology, Paul left that area of study and published theoretical and empirical papers on topics such as parent-child relationships, children's identification with their parents, self concepts and motivations of early- and late-maturing boys, gender identity, aggression, children's racial attitudes, and the relation of personality to political participation—topics that were relatively novel for the time. Later research interests included the development of political attitudes in children, moral development, and prosocial behavior.

Perhaps his most influential written contributions to the field—and the ones in which he was most invested—were his developmental psychology textbook and his edited books. His textbook, *Child Development and Personality*, was first published in 1956 with co-author John Conger. With the input of additional co-authors (Jerome Kagan, Aletha Huston and Nora Newcomb), the book was published in eight editions over a 40-year time span. For many years, it was *the* textbook in the field and shaped the thinking of generations of students.

Paul also edited the third and fourth editions of the *Handbook of Child Psychology* (originally called *Carmichael's Manual of Child Psychology*), published in 1970 and 1983, respectively. These multi-volume compendiums (two volumes in 1970 and four in 1983) were (and are) viewed as the bible of the field. In addition to these books and volumes, Paul published or edited over a dozen other important books (some with multiple editions).

Paul Mussen was born March 21, 1922, in Patterson, New Jersey, to a family that valued learning. He grew up in Connecticut in hard economic times and attended the University of Connecticut at Storrs until he received a scholarship to Stanford University in 1939 where he received his A. B. in psychology in 1942 and his M.A. in 1943. Then Paul served as an ensign in Naval Intelligence during World War II. He completed his Ph.D. in psychology at Yale University in 1949, forming lifelong friendships with fellow students and faculty, including his future collaborator, John Conger. Paul taught at the University of Wisconsin, Madison, from 1949 to 1951 and then at Ohio State University in Columbus until 1955, where he met and married Ethel Foladare, a graduate student who earned her Ph.D. at Ohio State.

In 1955-1956, he visited the University of California, Berkeley, on a Ford Foundation Fellowship and worked for a year at the Institute for Child Development (later the Institute of Human Development). When offered a faculty position in 1956, he was delighted to move there permanently. At UC Berkekey, Paul served as director of the Institute of Human Development from 1971 to 1980 and returned from retirement to serve as acting director in 1987. His success in administering the Institute rested firmly on his sincere respect for his colleagues, most of whom were women, including some of the most distinguished developmental psychologists of their generation. He treated them with the dignity they merited but did not always receive from others. Having been Paul's student myself, I know that he also treated his students, male and female, with respect and promoted their autonomy and original thinking.

Paul was the recipient of many honors and led a number of psychology organizations, including service as president of Division 7 of the American Psychological Association. He served on SRCD's Governing Council from 1964 to 1967. Among the honors, he received the first SRCD Award for Distinguished Contributions to Education in Child Development in 1997.

(cont. on p. 10)

There will be an open reception in memory of Paul Mussen on Thursday, April 19th, at the biennial meeting of SRCD in Minneapolis. It will be held in the Hilton in a suite reserved in the name of Marge Byers (Worth Publishing). Check upon arrival in the hotel on the list of events. All interested individuals are welcome.

NOTES FROM THE EXEUTIVE OFFICER (CONT.)

(cont. from p. 1)

SRCD has a society membership in AAAS, and each year one or more symposia are sponsored or cosponsored by us. Thomas Tighe, a long-time SRCD member, has served as our Society's liaison for many years and has done a marvelous job of creating topics and generating speakers that serve our goals in communicating current research and thinking at the AAAS meetings.

This year two symposia were sponsored by SRCD. The first, organized by Thomas Tighe and Louise Tighe, both of the University of South Florida, was called "Consequences of Differential Support During Pregnancy and Birth." Well attended by scientists, practitioners, and the media, the speakers covered a range of topics and issues. Charles Mahan, Dean of the College of Public Health at the University of South Florida, reported on how findings from research have been utilized in passing state laws and in providing services for pregnant women and infants. A unique component of their risk screening is the use of assets as well as risks in determining who will need services. Judith Rooks, a midwife and epidemiologist, talked about the critical role that midwives play during pregnancy and in birthing in many countries and how the model stresses wellness rather than risk and disease. David Olds, from the University of Colorado Health Sciences Center, reported on the research of his collaborators using in-home visits by nurses with at-risk women and their babies. This work is now being replicated in many sites around the country. Finally, John Kennell of Case Western University presented work on the effects of having a *doula*, or laywoman caregive, present during labor, delivery, and after birth. All together, these presentations illustrate very well the critical role that applied research can play in facilitating outcomes for mothers and their newborns. I did see that the national press covered aspects of this symposium in the days following the meetings. The second session, in

John W. Hagen, Executive Officer

which SRCD had a cosponsoring role, was on "Reprogramming the Human Brain After Injury." While not devoted only to child or developmental issues, it was very timely and relevant to many developmental concerns and shed new light on the role that experience plays following injuries and how neural plasticity is affected by developmental factors.

I serve on the AAAS Consortium of Affiliates for International Programs and attended this session as well. I met scholars from many countries, including a large delegation from Beijing, China, some who know the Chinese faculty I have come to know in my visits there. This Consortium has projects in many parts of the world and recently has shown interest in more issues concerning matters of concern to us, i.e., education, health, and families.

In spite of the rain, wind, and fog, San Francisco is still a wonderful city for a meeting, and I came away feeling that SRCD's involvement with AAAS continues to be very worthwhile. We owe a great debt to Tom Tighe for the persistence he has shown over the years in working to see that issues important to children and families are included in the impressive annual meetings of this association.

John W. Hagen
email: jwhagen@umich.edu

FOCUS ON ... (CONT.)

(cont. from p. 1)

information (Lubans, 1999; http://www.lib.duke.edu/lubans/docs/study3.html) The most alarming aspect of the revolutionary change in students' research is that there is virtually no monitoring or evaluation of the web sites on which students are relying.

There are several ways that faculty cope with the change in students' reliance on scholarly resources. Many seem to ignore it. They continue to suggest the traditional resources that they have always suggested. Other faculty prohibit or severely limit it— no web sites (or only a handful) are counted as legitimate references. Some faculty, however, are coping more adaptively. For example, Aletha Huston, at the University of Texas Austin, gives her students a list of sites that she has reviewed and informs them that they may use only sites from this list or sites they have cleared in advance with her.

Unfortunately, few faculty are as proactive in addressing the problems posed by the glut of web-based information as Professor Huston. Until a couple years ago, I counted myself among those faculty who ignored or proscribed their students' reliance on the Web. Only when a major in child development at Tufts—a junior who had a high GPA— informed me that she had never set foot in our five-year-old $20,000,000 library, did my colleagues and I in the Eliot-Pearson Department decide to take action. With the help of librarians from Tufts' Tisch library, we designed the **Child & Family WebGuide (www.cfw.tufts.edu)**, a web site that reviews and evaluates other web sites containing research-based information on child development.

As a first step in the creation of the WebGuide, Nancy Martland, a doctoral candidate at Tufts, conducted a Delphi study to determine experts' opinions about the most important criteria for evaluating web sites. She obtained feedback from 19 leading child develop-

FOCUS ON ... (CONT.)

(cont. from p. 1)

ment scholars and practitioners nationwide. The criteria identified as most essential and practical were: content (strength of source documentation); authority (credibility of site sponsor and author); stability (regular maintenance/ updates); and ease of use (navigatability and comprehensibility). Next, Martland designed a coding manual and trained graduate students to reliably evaluate web sites. Finally, she assessed the validity of the students' ratings by comparing them to ratings by researchers within the website's content area. The WebGuide Evaluation Instrument had excellent reliability and very respectable validity.

The WebGuide organizes the research-based sites it reviews and evaluates into five categories: Family, Education, Health, Typical Development, and Child Care. Each category consists of numerous topics (e.g., divorce, adoption, abuse) to assist students in locating the information they need for their research. Students can also find information through searches that match the terms entered with terms commonly occurring on the websites. The student can go to the segment of the site that contains the information of interest by making a single click.

The WebGuide currently includes about 40 topics and 125 web sites. Addition of new sites is slow going, primarily because of the difficultly finding good sites. We estimate that less than 20% of the sites we screen are considered for formal evaluation, and that less than 20% of the sites evaluated receive a high enough rating to be included in the WebGuide (in general, sites must receive an overall evaluation of very good to be included). However, we are continuously adding topics and uploading sites, as our graduate students review and evaluate new sites. Eventually we hope to include over a hundred topics with several sites on each. Our expansion is made possible by a talented and committed group of Tufts students who assist in the screening and evaluation of sites, the design and creation of the WebGuide, the uploading and checking of information, and outreach efforts.

Interviews with students and focus groups with parents, indicate that the WebGuide has appeal to a wide range of lay audiences. Initial student response to the pilot version of the web site has been very positive; they like the idea of "one stop shopping" for their child development research needs. Faculty too find that the WebGuide is useful for their scholarly activities, especially as a starting point for investigating topics with which they are unfamiliar. The site will be unveiled in early April 2001 and it will be on display at the SRCD Biennial meeting in Minneapolis.

Because of SRCD's longstanding investment in the dissemination of research, the SRCD Office of Policy and Communication has actively supported the WebGuide. The WebGuide serves both the wider public's need for information and the needs of faculty who now have a starting point for helping their students find web-based information that they know they can trust.

OPPORTUNITY

Division E American Educational Research Association

So you're interested in Development? Any interest in Education? Why not join Division E of the American Educational Research Association. Division E focuses on Counseling and Human Development. For further information, please see the website at www.aera.net.

RESEARCH FUNDING OPPORTUNITY

March of Dimes

The March of Dimes invites applications from established investigators at universities and research institutes for research in social and behavioral sciences. We are interested in proposals that address behavioral risks affecting pregnancy outcomes and subsequent child development. Means of prevention of such risks and of enhancement of beneficial behaviors are appropriate subjects for the proposals. Particular areas of research that need to be addressed are:

- Prevention of adverse behaviors during pregnancy, such as use of alcohol, tobacco, and illicit drugs
- Development and evaluation of stress reduction programs
- Encouragement of healthful behaviors during pregnancy

Potential applicants should e-mail Pecola Beech at pbeech@modimes.org for information on applying for grant funding.

MEMOIRS (CONT.)

(Al Baldwin, cont. from p. 6)

tory. In his last years Al felt satisfied that both he and the field had moved far from the academic interests of the 50's to the social issues of the 90's.

Al began to attend SRCD meetings while he was at Fels in the late 40's and found it to be a society interested in the development of the whole child with a large representation of physical anthropologists, pediatricians, developmental biochemists and other disciplines. By the time he became president in 1963, psychologists dominated SRCD, which he saw as a continuing problem for an organization devoted to developmental science. During Al's presidency, William E. Martin resigned. He had been Business Manager and Editor of all three journals over a ten-year period. During his presidency Al laid the foundation for the current organizational structure of SRCD, moving the journals to the University of Chicago Press and appointing three new Editors as well as a new Business Manager. See Martin's Editorial in the June 1964 issue of *Child Development* as well as Alberta Engvall Siegel's Editorial in the March 1965 issue.

Al also served as President of Division 7 of the American Psychological Association, from which he received the G. Stanley Hall Award in 1978 for distinguished contributions to developmental psychology. Al is survived by Clare, by his four children—Larry, Eldon, Erin, and Constance—and by four grandchildren.

Arnold Sameroff
University of Michigan

(Paul Mussen, cont. from p. 7)

Paul described his father as "an ardent socialist" and as someone concerned with moral principles and ideals. Perhaps this contributed to Paul's interest in political attitudes and his deep and abiding interest in the welfare of children and social policies relevant to them. Paul served as a consultant and board member to various community organizations to enhance children's social development.

Paul will be missed by many, and remembered for his leadership, exceptional writing and editing, his boundless friendship and good humor, and his interest and support of students. He is survived by his wife, Ethel, their daughter Michele Mussen, their son Jim Mussen, his wife, Claudia, and their son (Paul's grandson) Jacob.

An autobiographical chapter with additional details about Paul's life is published in *A History of Developmental Psychology in Autobiography*, edited by Dennis Thompson & John D. Hogan, published by Westview Press in 1996.

Nancy Eisenberg
Arizona State University

OBITUARIES

Franz Emanuel Weinert passed away on March 6, 2001. From 1982-1998, he was the director of the Center for Research on Behavioral and Cognitive Development at the Max-Planck-Institute of Psychological Research in Munich, Germany. The innovative longitudinal studies on differential development in children and adults he and his team conducted over more than two decades revitalized an empirical research tradition in Germany that helped to overcome traditional boundaries between Psychology and Education. Prof. Weinert's qualities as a mentor for young scientists are legendary. His outstanding personality and his remarkable talent to translate complex research findings into a language that politicians, teachers, and parents understand, also made him a unique voice in the debate on educational reform. He was an SRCD member from 1982 to 1998.

SRCD Newsletter

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To submit copy for the SRCD Newsletter: The newsletter publishes announcements, articles, and ads that may be of interest to members of the Society, as space permits.

Copy deadlines:
March 1
June 1
September 1
December 1

For advertising rates–website display ads, classified or display ads for the newsletter–contact the SRCD Office or tetucker@umich.edu.

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ANNOUNCEMENTS

University of Haifa and the International Society for the Study of Behavioral Development (ISSBD) announce a Middle-East Workshop entitled "Parenting and Parent-child Relationships in Context," beginning the Saturday evening, June 16, through Wednesday evening, June 20, 2001at the University of Haifa, Haifa, Israel. English will be the official language of the workshop.

Applications are now being accepted to attend. The organizing committee will cover successful applicants' travel expenses, accommodations, and meals for the workshop. Applicants should submit a brief CV, a letter of intent to participate in the workshop, a statement of career and research goals, a one-page poster abstract if intending to present a poster, and a letter of recommendation from a senior scientist.

Applications should be received in Haifa by March 30, 2001, and submission can be made via email, fax, or regular airmail. Please submit material to: University of Haifa-ISSBD Summer Workshop, Center for the Study of Child Development, University of Haifa, Haifa, 31905, Israel, or Email to: sagi@research.haifa.ac.il, or fax to ++972 4 8253896. Please feel free to direct email inquiries to Prof. Avi Sagi at sagi@research.haifa.ac.il or Prof. Rachel Seginer at rseginer@construct.haifa.ac.il. Decisions will be made and sent by April 10, 2001. Additional information will be posted at the ISSBD website (www.issbd.org) as it becomes available.

Annual Meeting of the Jean Piaget Society: The Jean Piaget Society announces the 31th Annual Meeting to take place in Berkeley, California, May 31-June 2, 2001. Scholars interested in the development of knowledge are invited to participate whatever their discipline. A panel of distinguished plenary speakers and invited symposia will address the program theme, Biology And Knowledge Revisited: From Embryogenesis To Psychogenesis. Plenary speakers will include Terrance Deacon, V. S. Ramachadran, Annette Karmiloff-Smith, Daniel Slobin, and Elizabeth Bates. In addition, a special feature seminar on Piaget's, Biology and Knowledge will be led by several Piagetian scholars.

Registration information can be obtained from the Jean Piaget Society website: http://www.piaget.org or write to: Dr. Eric Amsel, Weber State University, 1202 University Circle, Ogden, Utah, 84408-1202 email: Eamsel@weber.edu.

Head Start's 6th National Research Conference: *Call for Presentations* for "The First Eight Years, Pathways to the Future," presented by the Administration on Children, Youth and Families, U.S. Department of Health and Human Services, in collaboration with Columbia University's Mailman School of Public Health and Society for Research in Child Development to be held June 26-29, 2002 in Washington, DC. The *Call* is available at http://www.headstartresearchconf.net on February 1, 2001. Proposals are due on June 15, 2001. Direct all inquiries about submissions to Dr. Faith Lamb-Parker; Columbia University; Mailman School of Public Health/CPFH; 60 Haven Avenue, B-3; New York, NY 10032; flp1@columbia.edu; (212) 305-4154; Fax: (212) 305-2015. We are also recruiting reviewers to assist in reviewing submissions for the conference. If you are interested in becoming a reviewer, please contact: Bethany Chirico; Ellsworth Associates, Inc.; 1749 Old Meadow Road, Suite 600; McLean, VA 22102; bchirico@eainet.com; (703) 821-3090 ext. 233; FAX: (703) 821-3989.

The Fourth Child and Family Policy Conference, "Children and Young People: Their environments," will be held in Dunedin, New Zealand, June 28-30, 2001. For registration forms and more information, please visit our website (www.otago.ac.nz/CIC/CIC) or email cic@otago.ac.nz. Registration deadline: May 25, 2001.

Child Welfare League of America Mid-Atlantic Region Training Conference and National Conference on Youth and Community Development, September 12-14, 2001 in Atlantic City, NJ. For more information, contact: Dana B. Wilson (Phone: 410-496-5607; Email: dwilson@cwla.org).

Announcing a New Research Society. For the past three years, an interdisciplinary group of developmentalists has been working to create the Society for the Study of Human Development. This group includes such colleagues as Richard Lerner, Stuart Hauser, Jacque Eccles, Margie Lachman, Felton Earls, Paul Baltes, Jackie James, Susan Whitbourne, Linda Burton, Greg Duncan, Erin Phelps, Corey Keyes, Margaret Spencer, and Cynthia Garcia Coll. The central focus of this society is to support researchers who do interdisciplinary research on human development across the entire life span.

We are in the process of starting a journal, and we are having our second biennial conference in Ann Arbor, MI, on October 19-21, 2000. Information about both joining the organization and the upcoming conference can be obtained from: SSHD c/o Radcliffe Institute for Advanced Study, Murray Research Center, 10 Garden Street, Cambridge, MA 02138, through their website www.radcliffe.edu/murray/sshd, or from jeccles@umich.edu or richard.lerner@tufts.edu.

Special Biennial Meeting Address

Senator Paul Wellstone to Address 2001 Biennial Meeting

Senator Paul Wellstone will address biennial meeting attendees on Thursday, April 19, 2001, from 8:00 PM – 9:00 PM in the Hyatt Greenway Ballroom.

U.S. Senator Paul Wellstone, the senior senator from Minnesota, earned a Ph.D. in Political Science (UNC, 1969) and taught at Carleton College for 21 years before being elected to the U.S. Senate. Paul Wellstone's experience as a teacher and grassroots organizer in Minnesota provides the framework for his progressive policies and priorities as a senator. During his first Senate term he helped lead the fight to ensure that people would be able to take time off from work to care for a sick child or aging parent without losing their jobs, and to ensure that health care is accessible and affordable for all Minnesotans. He led the successful fight to raise the federal minimum wage; he supported legislation that would prevent corporations from raiding seniors' pension funds; and, he authored lobbying disclosure and ethics reforms. During his second term, Paul Wellstone has traveled around the country to focus our nation's attention on children. Among the issues he has addressed is the use of high stakes testing as a panacea to education reform, the need for increased funding for education initiatives, and he has promoted increased funding for student loans. Senator Wellstone is committed to a working families agenda and is pushing for major political reforms designed to transform the way federal campaigns are financed and organized.

SRCD Book Authors/Editors

SRCD Members are invited to notify the ***Developments*** (newsletter) Office or editor about your new publications. These will be listed in the newsletter.

**** Visit SRCD's website (www.srcd.org) regularly. ****

Mark Your Calendar!

April	
18-19	Biennial Meeting Preconference Events
20	Deadline for By-Law Change Ballots
19-22	Biennial Meeting in Minneapolis!

SRCD Newsletter: Submitting Guidelines

Photographs: 300 DPI, grayscale, "tif" files only
"jpg" files or files from the internet are unacceptable—they are not print quality
metafiles (MTF or ETF) are unacceptable
If you do not have a scanner to produce the photo quality we need, loan us your photo; we will scan it for our use, then return it to you.

Text: Provide your material in unformatted text blocks only, preferably using "Times New Roman" font in Word or WordPerfect. A photo of the author or topic or both to accompany the article would be greatly appreciated. (Please see photo submission guidelines above.)

Ads: Provide your material in unformatted text blocks only, preferably using "Times New Roman" font in Word or WordPerfect. No logos are accepted.

Attention Student Members!

Student members of SRCD comprise an important group, representing the future of the study of child development. For this reason there is a need and desire to reflect the interests and concerns of the students to a greater extent in the *Developments*. Therefore, we provide a regular "Student Speaks" column. Although the Editor will solicit some columns, student members may also submit brief columns for consideration. This is not intended as a venue for research, but to provide an outlet for members' issues and ideas. Submissions should be of general interest, limited to 500 words or less, and submitted via email or attachment to pamreid@umich.edu. Please be aware that space is limited and that all submissions cannot be printed.

Membership Office Contact Information

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SRCD

DEVELOPMENTS

Newsletter of the Society for Research in Child Development

Volume 44, Number 3 **July 2001**

Notes from the Executive Officer...

Wrapping Up Another Successful Biennial Meeting

Another biennial meeting is now behind us. The preparation, work, concerns, and mini-crises that accompany the months preceding the meetings make spring of odd-numbered years the busiest and most stressful time for the staff in the executive office. By all accounts, the 2001 meetings in Minneapolis will go down as one of the most successful! The staff deserve the thanks of all members and attendees. Special congratulations are in order for the co-chairs of the program committee, Grazyna Kochanska and Charles Nelson. Their work really began four years ago when they joined the program committee and began to learn the multitude of responsibilities that the job entails. And they continue for two more years to provide guidance and advice to Erika Hoff and Brett Laursen who have graciously agreed to chair the program committee for the 2003 meetings in Tampa, Fl. These meetings will mark the 70th anniversary of SRCD and some special events are being planned to commemorate the occasion.

A message concerning feedback for the 2001 meetings was sent out to all SRCD members and attendees, and I urge you to use the link included in the message to complete a brief survey, if you haven't done so yet. We have asked some very specific questions on issues on which we need feedback as we begin planning the Tampa meetings. The first meeting of the program committee will be held in October of this year, as the planning process is 18 months long. A major decision concerns how to

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Focus on...

Sudanese Children Coming to Rest: Lost no More

Deborah J. Johnson
Michigan State University

Ravaged by a war that raged between Christian and Islamic factions, thousands and thousands of children, mostly boys, fled Sudan beginning in the late 80s hoping to escape slavery and recruitment to militia forces. Heartbroken parents ousted their children (many as young as two to three years old) launching them on foot the 1,000 miles to Ethiopia. Safe for only a short time—until 1992—the Ethiopian government then pushed them back into Sudan. There they walked or were airlifted to Kakuma Refugee camp—many still trickle into the camp now. The journey was not only long but also treacherous. Gunfire, starvation, disease, and wild animals claimed fellow travelers seeking safety.

For the "Lost Boys" of Sudan, life in Kakuma camp was better than life on the road, but not ideal. There were no angry

(cont. on p. 9)

Mark Your Calendar!

Oct
1 Time to renew your SRCD membership!

Publication News

Child Development: News from the Editor-Elect

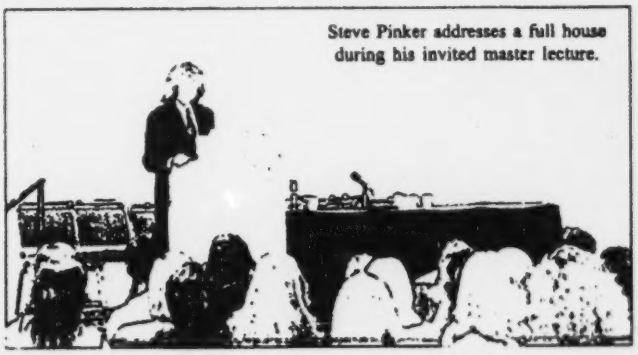
As announced in an earlier issue of *Developments*, the Editor-Elect of *Child Development* is Lynn S. Liben, Distinguished Professor of Psychology at Penn State. Lynn comes to this position with extensive editorial experience, having served as an action editor (first as Associate Editor, then as Editor) for the *Journal of Experimental Child Psychology* during the last 18 years. What she views as particularly exciting about the *Child Development* editorship is the chance to draw on her diverse set of research interests and experiences. Lynn has been interested in both cognitive and social development and their interaction; has conducted research addressed to basic issues in developmental theory as well as research addressed to applied questions; and has participated in a wide range of interdisciplinary research projects and graduate programs.

Lynn plans to continue many of the innovations of her predecessor, Marc Bornstein. The journal will continue to consider for publication articles in the formats known as *"Reviews," "Essays,"* and the series called *"Child Development and..."* In addition she will institute a new format called "*From another perspective*" which, as described in the forthcoming *Notice to Contributors,* is: designed to encourage the publication of papers that have multiple or alternative perspectives on particular substantive topics. Open calls for submissions will appear periodically, and submissions will be reviewed similarly to those of other formats. "Multiple perspectives" might involve considering the focal topic in relation to diverse populations or cultures, in relation to diverse disciplinary traditions, or in relation to some other dimension along which perspectives may differ (e.g., theoretical orientations, methods of data collection, or methods of data analysis). The editors encourage readers to submit suggestions for focal topics.

Following tradition, the journal will continue to emphasize empirical articles. Although the emphasis will remain on articles that "describe multiple studies, multiple methods, or multiple settings," reports of single-studies will also be considered if they are judged to contribute significantly to our database, theory, or application. Consistent with this variety, empirical articles are also expected to show more variability in length than has been the case in recent years. All modes of empirical research continue to be welcome: experimental, observational, ethnographic, textual, interpretive, and survey.

In an attempt to contribute to the mission that SRCD plays in publicizing the contributions of our research, Lynn will also require authors of each *accepted* paper to prepare a 200-300 word summary, written for a general audience. Lonnie Sherrod and Jeanne Brooks-Gunn, Editors of the *Social Policy Report*, and Lauren Fasig, Director of the Office for Policy and Communications, expect to use these summaries in their work with federal agencies, legislators, educators, and other societies for whom child development is central.

Lynn's editorial term begins on July 1, 2001. SRCD members are urged to watch for additional news about electronic submission, invitations to join the reviewer pool, announcements about Associate Editors, and to send suggestions to the editorial offices at cdev@umich.edu.



Steve Pinker addresses a full house during his invited master lecture.

Meeting attendees assemble for the SRCD Awards Ceremony.

THE SRCD PRESIDENT SPEAKS

Message from the President

Ross D. Parke

It is a pleasure and deep honor to assume the responsibility of president of SRCD. It is especially meaningful because, like many of you, this is the professional organization with which I most clearly identify—both personally and professionally. SRCD is more than an organization; it is a family—full of the same range of emotions, opportunities, and tribulations that characterize any family. In their wisdom, SRCD follows Vygotskian guidelines and gives you a two-year apprenticeship as president-elect. I have had the opportunity to learn the scope of my presidential responsibilities from my predecessor Michael Rutter as well as from past-president Frances Horowitz. Both continue to be available to offer their counsel and advice. In addition, I am delighted to be able to work with Esther Thelen our new president-elect. But perhaps, what makes this task manageable and still allows me to have a life professionally and personally is the fine support staff at the central office of SRCD at the University of Michigan in Ann Arbor. Under the leadership of John Hagen, our Executive Officer, and Pat Settimi, our Deputy Executive Officer, and their able staff, the organization is in fine shape both financially and in the ability to achieve our goals. So I look forward to serving all members of the Society for the next two years and want to express my deep appreciation for the trust that you have placed in me.

As a history buff, I am always impressed by the lessons learned from earlier eras and the value of these insights for informing our next steps. There are several themes that have always been part of the SRCD tradition and several more recent ones that I want to serve as guides for my next two years as president. One is the continued focus on interdisciplinary perspectives. Although the vast majority of our membership is composed of psychologists, significant advances in our field will come largely by collaborative efforts among scientists from a variety of disciplines. Children are too important and too complex to be left to a single discipline—even my own discipline of psychology. New breakthroughs in our understanding are often realized by recognizing that the action is at the boundaries between and among disciplines and not only at the center of a single discipline. New advances in children's eyewitness testimony have come from the collaborative efforts of legal scholars, memory experts, and social psychologists. For decades our understanding of the development of at-risk infants and children have flowed from the insights of pediatricians, psychologists, psychiatrists, and biologists. Historians have reminded us that the past can teach us about the future and can provide important opportunities to test our theories about development.

A second theme, which has characterized our roots, is, of course, the links among basic research, application, and public policy. Just as scientific answers are best achieved by a multidisciplinary approach, so the welfare and betterment of children's lives is best achieved through the collaborative efforts of scientists and policymakers. In the early days of our field, it was recognized by such diverse forebears as G. Stanley Hall, John Watson, and Arnold Gesell that one of the goals of our scientific efforts was not only to increase our understanding, but also to use this knowledge on behalf of children and families. As an organization we are doing a fine job in achieving this goal. Our presence in Washington through the office of Policy and Communication under the able stewardship of Lauren Fasig is ensuring that the news of recent scientific advances is being disseminated and that the policy makers are informed about the state of our scientific understanding of key issues. It is, of course, true that we do not have all the answers, and our knowledge base is always incomplete. At the same time, it is irresponsible for us not to share the information wealth so that policy decisions on behalf of children and families are guided by state-of-the-art knowledge. Members of SRCD are among the world's best informed and are most able to do this critical task.

Our *Social Policy Reports* under the Editorship of Lonnie Sherrod and Associate Editor, Jeanne Brooks-Gunn,

(cont. on p. 5)

Publications Committee: Alice Meadows and Anne Jones from Blackwell Publishers, Deborah Johnson, Neil Salkind, Charlotte Patterson, Lonnie Sherrod, Pam Reid, Lynn Liben.

NIDA's Current Interests in Developmental Research

The mission of the National Institute on Drug Abuse (NIDA) is to lead the Nation in bringing science to bear on drug abuse and addiction. NIDA's scientific research program addresses the most fundamental and essential questions about drug abuse, ranging from prevention and treatment to causes and consequences of drug abuse and addiction. The importance of developmental research in the field of drug abuse and addiction is underscored by the ever-changing drug use patterns among children and adolescents, the continuing transmission of HIV and other blood-borne infections among drug-using youth, and the complexity of associations between early childhood experiences and later problematic behaviors (e.g., drug abuse). NIDA encourages and supports research examining the interface between drug abuse and addiction and developmental issues through several funding mechanisms, including traditional research grants as well as a variety of training awards (e.g., predoctoral, postdoctoral, career development). In fact, NIDA recently held a "Special Events Program" at SRCD's 2001 Biennial Meeting in Minneapolis, MN with the intention of stimulating research that integrates child development and drug abuse research.

A sample of development-related topics that NIDA is seeking study proposals for are identified below. It should be noted that, although some of these topics have been published as Requests for Applications (RFAs), these topics are high priority and NIDA continues to welcome applications on all of these issues.

Drug Abuse Prevention Intervention Research

Over the past 20 years, NIDA has supported research on a number of drug abuse prevention programs that have been shown to be efficacious and effective. Prevention science takes a multidisciplinary systems perspective in examining interactions, transactions, and mechanisms within and across levels of the human environment that deter the development of substance abuse patterns and addiction. NIDA is interested in funding investigator-initiated research focusing on developmentally appropriate universal, selective, and indicated drug abuse prevention strategies for individuals, groups, and specific populations. NIDA is interested in contexts including the family, peer-group, and community (schools, workplace, neighborhood, media) as arenas for prevention from the intra-individual level to the policy level (for more information, please go to: http://grants.nih.gov/grants/guide/pa-files/PA-00-002.html).

Jessica Campbell, SRCD Executive Branch Fellow

Research On Child Neglect

While increasing attention is being paid to the issue of child abuse, little systematic research has yet addressed the equally significant problem of child neglect. Yet child neglect may relate to profound health consequences and mental and behavior problems (e.g., antisocial behavior and delinquency, status offenses, alcohol and drug use, risk-taking behaviors, attachment relationships, peer relations, social competence, self-esteem, emotional development, and adult criminality). In collaboration with a number of other sponsoring institutes, NIDA invites applications that will enhance our understanding of the etiology, extent, services, treatment, management, consequences, and prevention of child neglect (for more information, please go to: http://grants.nih.gov/grants/guide/pa-files/PA-01-060.html).

Developmental Consequences of Prenatal Exposure to Methamphetamine

Despite the fact that methamphetamine use in certain regions of the U.S. appears to be at very high levels and that animal and tissue culture research, as well as clinical observations suggest potential negative consequences of prenatal exposure, there are virtually no clinical research data available on the health and developmental consequences of prenatal exposure to methamphetamine and methamphetamine analogs such as MDMA. In light of the concerns and limited data, NIDA held a workshop on the topic (see JAMA Vol. 283, No. 17, Pp. 2225-2226, for some highlights), and is pursuing a research agenda regarding the health and developmental consequences of prenatal methamphetamine exposure (for more information, please go to: http://grants.nih.gov/grants/guide/rfa-files/RFA-DA-01-005.html).

Research on Origins of Drug Use and the Transition to Drug Abuse

NIDA-supported research has significantly advanced our understanding of the behavioral, biological, and molecular factors both underlying initial drug use and characterizing the state of being addicted. Research clearly shows that individuals are differentially at risk for illicit drug initiation and for making the transition from lower levels of drug involvement to higher levels of drug abuse and addiction. However, NIDA recognizes that there is a tremendous gap in the understanding of how individuals move from early stages of drug use to later stages of drug addiction. NIDA encourages research exploring the origins of and pathways to drug use and the processes and mechanisms underlying the transition from drug use to drug addiction. Of

(cont. on p. 8)

The President Speaks (cont.) + Biennial Meeting Photos

(cont. from p. 3)

are a further way in which the SRCD regularly communicates not only to our membership, but also to a broad

Publications Committee et al.: Pat Settimi, Andy Collins, Mark Appelbaum, Ted Wachs, Willis Overton, Michael Rutter, John Hagen, Marc Bornstein.

constituency of policy makers at both the state and federal levels. Our flagship journals, *Child Development* and the SRCD *Monographs*, continue to provide central vehicles for alerting others about our findings. Willis Overton, in his new role as editor of the *Monographs*, has a variety of exciting new issues planned which cut across basic and applied issues. *Child Development*, after a very successful and innovative term under the guidance of Marc Bornstein, is now under the stewardship of our new *CD* editor, Lynn Liben. One of her exciting new initiatives will be to provide "Executive Summaries" of all articles in *CD* to increase the accessibility of our findings for a broader public audience.

A more recent but central theme of my presidency is to continue to support the issue of diversity. Diversity takes many forms. In a now classic article "Most of the Subjects were White and Middle Class," Sandra Graham (1992) documented the relative neglect of other racial, ethnic, and socioeconomic groups in our scholarly research and publications. There has been progress as our field increasingly recognized the diversity of our country, and the need to better represent this diversity in our research and publications. This work is important not only to test the generalizability of our assumptions about children's development in different cultural contexts, but also to serve as a guide for the design of culturally sensitive services, policies, and programs on behalf of children. It is important to have diverse samples in our research programs, as well as in our membership, our governance, and our biennial meeting programs. I am committed to continuing the efforts of my predecessors who championed these themes. The Millennium Scholars Program, initiated by past president Frances Horowitz and LaRue Allen, continues to thrive. These programs permitted a group of minority undergraduates to participate in the SRCD biennial meeting in Minneapolis. The goal is a laudatory one, namely to increase the chances that young minority students will enter our field.

Three of the 2001 Millennium Felows Program recruits.

The final theme is to increase our awareness of advances in child development in other countries. It was a pleasure to see that developmental scholars from over 40 countries (outside the USA) were represented on the 2001 biennial program. Moreover, there are currently over 800 non-U.S. members of the Society. Through its publications and programs SRCD is truly international in scope. Our International Affairs Committee continues to represent SRCD on global child issues, and we are exploring ways of extending the range of our international activities by co-sponsoring workshops in other countries with ISSBD. Our goal is to heighten awareness of scientific advances in international scholars and to increase our knowledge of the status of children—their psychological, legal, and health-related well-being—and the programs and policies which are emerging on behalf of children in other countries. This information will not only be of interest to our membership but also can be useful in the development of our own scientific and policy agendas.

Finally, I want to thank the program committee, chaired by Charles Nelson and Grazyna Kochanska, and the SRCD staff for all their efforts in the organization and implementation of the Minneapolis meeting. And yes, we have heard loudly and clearly that members wish to have a print version of the program available before the meeting, so that they can plot their paths through the programs before arriving in Tampa. We all need a little light airplane reading. I am excited about

(cont. on p. 7)

MEMOIRS

Jan de Wit
1928-2000

Jan de Wit, distinguished scholar and long-time member of SRCD, died in his hometown, Amsterdam of leukemia on May 18, 2000. A native of the Netherlands, Jan grew up in the farming village where his family lived. He attended public schools in that community, now part of The Hague.

After receiving his Ph.D. degree at the Free University in Amsterdam, Jan pursued a career in clinical child psychology. He became the director of a large treatment center for children and youth, the Paedologisch Instituut. In 1967, he was appointed professor of developmental psychology and special education at his alma mater, the Free University, where he remained until retiring in 1993.

Jan's professional philosophy and work were consonant with SRCD's commitment to the interaction between theory-driven research and application. His dual involvement in academics and clinical training and practice continued throughout his career. His writings reflect his belief that developmental psychology could advance only with the involvement of those offering training in clinical practice. His own theoretical approach was eclectic, drawing from psychoanalytic ideas as well as the empirical schools, notably behavioral and cognitive science. He also played key roles in the development of national policies for psychology and education in the Netherlands, pursuing his involvements until almost the time of his death. The Paedologisch Instituut continues to benefit from his leadership, which culminated in the construction of a new campus for the Instituut that could accommodate the entire facility in a suburb of Amsterdam.

To those of us who had the privilege of knowing and interacting with Jan over the years, the most notable characteristic was his intense interest in people as well as their work as it related to his own involvements. He enjoyed exchanges on all kinds of topics, and his commitment to the critical role that psychology could play in improving the lives of children and families eventually came through in most such exchanges. He and his wife, Heiltje, also enjoyed traveling, and his pioneering role in facilitating exchanges across the borders of many countries must be counted as one of his major contributions.

In the mid-1960s there was increased discussion of the need for exchange and collaboration among developmental scientists in countries where this work was being pursued. Jan was one of the scholars who led these discussions. He was involved in the informal conversations that led to the founding of the International Society for the Study of Behavioral Development (ISSBD). When this new society was recognized by Royal Charter from the Queen of The Netherlands in 1971, Jan de Wit was appointed its Secretary. He served on the organizing committee for the initial ISSBD meeting held in the Netherlands in 1971. The second meeting was held in Ann Arbor, Michigan, in August 1973, and I had the privilege of serving as local arrangements chair, while Harold Stevenson served as program chair. Jan worked closely with us. The first time I met him was at that meeting. The conference brought together almost 300 scholars from many countries and was deemed an intellectual as well as cultural success. This was perhaps one of the first truly international meetings on human development held in the U.S. It facilitated the amazing cross-cultural exchanges and collaborations that have occurred with such frequency over the past thirty years.

Jan continued to play key roles in serving the purpose of international exchange. He was a member of the long-range planning committee of SRCD that was appointed in 1973, a joint effort of SRCD and ISSBD with sponsorship from the Foundation for Child Development. That committee dealt with issues that have come to be recognized as key in our field, including education, research, bringing together developmental research and application, and especially with international contributions and foci. The legacy of that key committee, chaired by Harold Stevenson, may be seen in both organizations today.

A second contribution of Jan's was in establishing the archives of ISSBD. Archiving is a critical activity that is often undervalued. It is to Jan's credit that the materials and files of ISSBD are now located in the Netherlands Academy of Sciences in Haarlem. Scholars from all fields and countries will benefit from this accomplishment for years to come.

Jan de Wit was a scholar, a clinician, an administrator, and an international traveler. He was also a very informal, friendly person who regarded friendships as crucial. I was fortunate to have been a guest at his workplace as well as at his home. Those of us who knew and valued his contributions and his friendship are the better for it.

John W. Hagen
University of Michigan

THE SRCD PRESIDENT SPEAKS (CONT.) + BIENNIAL MEETING PHOTOS

(cont. from p. 5)

2001 Program Co-Chairs, Chuck Nelson and Grazyna Kochanska

working with our capable co-chairs for the 2003 biennial meeting program, Erika Hoff and Brett Laursen, and look forward to a fine meeting in Tampa.

In closing let me say again how pleased I am to be able to serve you in this capacity. I look forward to your comments and concerns about the policies, programs, and progress of SRCD. Your cards, calls, and complaints are all welcome. Although for many years I resisted modern advances in technology and communication, I have finally moved into the next century and am now on email as well. I look forward to my next two years with excitement and humility

Ross D. Parke
(Ross.Parke@ucr.edu)

SRCD 2001 Child Development Awardees

Judith F. Dunn was presented with an award for distinguished scientific contributions to child development for her pioneering work on siblings and her use of sibling designs to illustrate the importance of nonshared environmental effects.

Glen H. Elder was recognized for his distinguished scientific contributions to child development for his central role in making the life course an indispensable construct and, hence, furthering the understanding of children's development in a richly contextualized way. (This award was received on his behalf by two devoted graduate students.)

Carolyn Rovee-Collier received an award for distinguished scientific contributions to child development for her groundbreaking studies of behavior and development in infants.

Henry N. Ricciuti received an award for distinguished contributions to public policy for children for his life-long commitment to the application of developmental research to policy and practice for children and families.

Aletha C. Huston was presented with an award for distinguished contributions to public policy for children for her leadership in bringing psychology and child development to policymakers in the areas of media and poverty.

Barbara Kahn was presented with an award for distinguished contributions to SRCD for 30 years of devotion to Society members, her uncanny ability to know all members, and for providing services beyond the call of duty.

GOVERNMENT AGENCY NEWS (CONT.)

(cont. from p. 4)

particular interest are multidisciplinary, integrative, and developmental approaches (for more information, please go to: http://grants.nih.gov/grants/guide/pa-files/PAR-99-168.html; http://grants.nih.gov/grants/guide/rfa-files/RFA-DA-01-004.html).

Club Drugs

The predominant drug abuse trends, which emerged in the 1990s, include a broad range of substances with very different properties, effects, and consequences. The term "club drugs" refers to drugs that are being used at all-night dance parties, such as "raves," and in dance clubs (e.g., MDMA ["Ecstasy" or "E"], Gamma-hydroxybutyrate [GHB], Ketamine, Rohypnol, Methamphetamine, and Lysergic Acid Diethylamide [LSD]). Research has shown that use of club drugs can cause serious health problems and, in some cases, death. NIDA is interested in supporting research that characterizes the nature and extent of emerging/current drug abuse trends and identifies associated health, social, and behavioral consequences; elucidates individual, social, cultural, and contextual factors influencing drug using behaviors; enhances our ability to identify, monitor, and assess emerging drug abuse trends; reveals processes and patterns of development and diffusion of new drug trends; and identifies community- or context-specific prevention and health services needs and interventions (for more information, please go to: http://grants.nih.gov/grants/guide/rfa-files/RFA-DA-01-010.html; http://grants.nih.gov/grants/guide/rfa-files/RFA-DA-01-014.html).

Behavioral Therapies Development Program

Behavioral therapies are frequently used for drug-dependent individuals, sometimes in conjunction with medications. NIDA is interested in funding research on essential behavioral therapies for drug abuse and dependence, particularly in critical areas that have been overlooked in the past, including the unique needs of children and adolescents at various developmental stages. NIDA promotes all of the necessary stages of behavioral therapy research so that, as advancements in cognitive and behavioral science are made, new and more efficacious behavioral therapies are developed and effectively implemented into the community (for more information go to: http://grants.nih.gov/grants/guide/pa-files/PA-99-107.html).

HIV/AIDS and Drug Use Among Adolescents

There is evidence that HIV infection rates are increasing in the adolescent population. This expanding adolescent HIV epidemic is increasingly female, minority, and related to sexual transmission (i.e., heterosexual activity in females and homosexual activity in males). Use of alcohol and illicit drugs by youth is related to early sexual experience. These risky behaviors may lead to unprotected sexual intercourse and are related to the acquisition and transmission of HIV among adolescents. NIDA is seeking applications for studies on specific concerns arising from the intersection of adolescence, drug abuse, and HIV/AIDS (for more information, please go to: http://grants.nih.gov/grants/guide/rfa-files/RFA-DA-01-007.html). NIDA is also interested in international studies on drug abuse and HIV/AIDS (for more information, please go to: http://grants.nih.gov/grants/guide/rfa-files/RFA-DA-01-006.html).

Drug Use And Related Adverse Behavioral And Social Consequences

Drug-related behavioral and social consequences are complex problems that significantly affect the nation's public health. They take a profound toll on families, schools, and other community institutions and burden the criminal justice, health care, and social welfare systems. NIDA encourages research that will enhance the understanding of the nature, extent, and development of drug-related behavioral and social consequences. In order to achieve this goal, studies need to integrate both community and individual level factors. Studies that focus on gender, adolescents, and racial/ethnic minorities are of special interest (for more information, please go to: http://grants.nih.gov/grants/guide/pa-files/PA-99-113.html).

To learn more about the Program Announcements and Requests for Applications highlighted here and about other funding mechanisms that may be appropriate for studies that further knowledge of the interface between drug abuse and addiction and developmental issues, please visit NIDA's funding website (http://www.nida.nih.gov/Funding.html).

Senator Paul Wellstone, senior senator from Minnesota, was introduced by Chuck Nelson to address biennial meeting attendees at a special session on Thursday evening.

Oscar Barbarin addresses the SRCD Black Caucus preconference meeting

NOTES FROM THE EXEUTIVE OFFICER (CONT.)

(cont. from p. 1)

accommodate the increase in the number of excellent submissions, especially paper symposia. Should we extend the length of the meetings by a half day, or should we schedule more sessions simultaneously? As you can imagine, there are good arguments for and against both options.

The attendance in Minneapolis was just over 5,400 registrants, making this meeting the second largest—exceeded only by the '97 meetings in Washington, D.C. Of special note was the large number of non-U. S. attendees, totaling 814 from 41 different countries. Also, we had almost 2,000 student attendees, the great majority being graduate students, but increasingly more postdoctoral and undergraduate attendees as well. I got feedback from many of the students there that the meetings were extremely user-friendly, and they found them to be most exciting. It brought back memories of my very first professional meeting, the Midwestern Psychological Association held in Chicago in the spring of 1960. I still remember how impressed I was, as well as how nervous I was, in presenting my 12-minute paper. It is gratifying to know that students are finding our meetings exciting and rewarding.

Questions concerning the role of the biennial meetings in SRCD's overall structure always arise at meeting time. I heard comments both asking why our registration fees are so high and why they are so reasonable. Other meetings I attend during the year have fees from $50 to over $500, so ours are toward the low side of that range. We base the fees on experience from previous meetings and our best guess as to costs and attendance at the next site. Most professional associations have three major sources of revenue, member dues, publications, and meetings. This "three-legged base" applies to SRCD as well, but since we meet only once every two years the financial contribution of the meetings has to be divided by two. However, we have managed to predict revenues and costs well enough so that the meetings provide a significant contribution to our overall financial picture and allow us to keep dues and subscriptions at or below those of our peer associations.

We look forward to hearing from you regarding the meetings via our electronic survey. During the coming "off-year" of SRCD, I trust that you will be able to attend and enjoy the many meetings held by several other organizations. We appreciate this "breathing time" to pursue the many other important activities and responsibilities of the SRCD executive office.

John Hagen
Executive Officer

FOCUS ON ... (CONT.)

(cont. from p. 1)

soldiers shooting at them, no lions to eat them, but also no parents to care for them. Children learned to function in groups, sometimes with siblings, to share housing and food distributed in the camps—sometimes a cup of flour and cornmeal had to last for two weeks. Education was provided for all and opportunities to work in the surrounding areas for a few. Some girls were absorbed into nearby foster homes, but abuses were not uncommon in those situations. As fled children of war, unresolved psychological trauma is very prevalent among these young Sudanese refugees.

Recently the United Nations High Commission for Refugees initiated a resettlement program for unaccompanied children (UAC). Catholic and Lutheran Social Services are part of the resettlement and training effort. It is intended that nearly 3,600 of about 10,000 UACs, most of whom are young adults now and 90% male, will be resettled in the United States. Already cities such as Philadelphia, Chicago, Kansas City, Atlanta, Louisville, and Lansing (Michigan) began receiving the Sudanese youth. Only about 500 are minors placed with foster care families. As excited as the youths are about new beginnings and the possibilities for success in the U.S., they also harbor guilty feelings about leaving their "brothers" in the camps. Customs, language (selected UACs know some English), and the bounty of American life present enormous challenges and stresses for these youth.

Researchers at Michigan State University (MSU) have partnered with Catholic and Lutheran Social Services and 4-H to provide information about adjustment of the new settlers and programs for their enrichment. Tom Luster leads the team of researchers at MSU, including Deborah Johnson, Robert Lee, Laura Bates, Michael Lambert, Lynne Borden, and Annette Abrams, in the assessment of these youths in the Greater Lansing area. Our hope is that we can aid resettlement agencies in bettering their services to youths and provide much needed information to foster families to enhance their support of these Sudanese children in their households.

The youths are often described as the "Lost Boys" a literary reference to the children's classic, *Peter Pan and the Lost Boys of Never Never Land*, lost to their parents and home of origin. In an open forum held recently in Lansing, MI, one youth said, "You can call me Lost Boy, I don't mind, but I am not lost any more."

SRCD Member Notices

Additional SRCD Member Benefits

Online Access now available to *Child Development, Monographs,* and the SRCD *Directory of Members*!

Now SRCD members are able to view the journals dating back to 1999 in PDF format on the SRCD website (www.srcd.org/membership.html). Access is gained to this area of the website using your SRCD ID and password (the initial password is your last name). A searchable, online version of the SRCD *Directory of Members* is also available on the website. Members may search the *Directory* by name, geographical location, and area of expertise.

If you have any questions about using these new resources, please contact the SRCD Membership Office (Tel: 734-998-6524, Fax: 734-998-6569, Email: admackay@umich.edu).

New Books by SRCD Members

Kathleen Thiede Call & Jeylan T. Mortimer (2001). *Arenas of Comfort: A Study of Adjustment in Context.* Mahwah, NJ: Laurence Erlbaum Associates, Inc.

M. L. Eisen, Jodi A. Quas, & G. S. Goodman (Eds.) (2001). *Memory and Suggestibility in the Forensic Interview.* Mahwah, NJ: Laurence Erlbaum Associates, Inc.

Dale Goldhaber (2000): *Theories of Human Development: Integrative Perspectives.* Mountain View, CA: Mayfield Publishing Co.

Gail Melson (2001). *Why the Wild Things Are: Animals in the Lives of Children.* Cambridge: Harvard University Press.

Nancy Segal (2000): *Entwined Lives: Twins and What They Tell us About Human Behavior.* New York: Plume.

Chairs of SRCD's Standing Committees 2001-2003

Awards
Michael Rutter
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Ethical Conduct
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Obituaries

Ross F. Vasta, 52, Distinguished Teaching Professor at SUNY Brockport passed away on July 15, 2000, in Brockport, NY. He earned his Ph. D. in developmental psychology from SUNY Stony Brook. He was co-author with Marshall Haith and Scott Miller of *Child Psychology: The Modern Science* (Wiley) and editor of the *Annals of Child Development* in addition to other books and articles in the field. He began his membership with SRCD in 1974.

Susan McBride passed away November 7, 2000 at the age of 52. She received her Ph.D. in family relations and human development from Ohio State University in 1983. At the time of her death, she was an Associate Professor of Human Development & Family Studies at Iowa State University. Her leadership at Iowa State was essential to the development of a new undergraduate major, which integrates methods for special education in an Early Childhood Education-Unified Teacher Licensure Program. Dr. McBride also provided training and technical assistance to Head Start programs, integrating children with special needs. Susan had been an SRCD member since 1982.

Karen Bixler Elder, wife of Glen H. Elder, Jr., SRCD's 1995-97 president, died on May 19, 2001 of pancreatic cancer.

Thelma Tucker, Katy Clark, Angela Mackay, and Sue Kelley at Registration.

ANNOUNCEMENTS

Conferences

National Institute on Drug Abuse, 2nd National Conference on Drug Abuse Prevention Research: A Progress Update, Thursday, August 9 - Friday, August 10, 2001, Omni Shoreham Hotel, Washington, DC. A two-day conference highlighting the most recent findings in drug abuse prevention research among children and adolescents for community leaders, researchers, educators, and other practitioners. Family, school, media, and multicomponent prevention projects will be presented in determining effective practices/interventions for particular communities. Emerging trends in drug abuse prevention will also be highlighted. Contact: Mildred Prioleau, Management Assistance Corporation (Tel: 301-468-6008 x431; or Email: mprioleau@mac1988.com).

The Society for Research on Adolescence will hold its 9th Biennial Meeting April 11-14, 2002, in New Orleans, LA. The submission deadline is July 15, 2001. The *Call for Papers* is available on the SRA website (www.S-R-A.org). For additional information, contact Thelma Tucker (734-998-6578, Fax: 734-998-6569; Email: tetucker@umich.edu).

Southwestern Society for Research in Human Development 2002 Conference Announcement: *Call for Papers*. The conference will be held March 21-23, 2002 in Austin, TX. Proposals are due on Oct. 15, 2001. Direct all inquiries about submissions to program chairs: Dr. David Cross, Psychology Dept., Texas Christian University, Box 298920, Fort Worth, TX 76129, d.cross@tcu.edu (817) 257-7410, fax (817) 257-7681 or Dr. Rebecca Glover, Counseling, Development, and Higher Education, University of North Texas, Box 13857, Denton, TX 76203-6857, rg0005@unt.edu, (817) 565-4876.

Casey Foundation Reports Dramatic Increase in Number of Children: According to a new publication released by the Baltimore-based Anne E. Casey Foundation (http://www.aecf.org/), the last decade saw the largest increase in the number of children living in the U.S. since the 1950s, foreshadowing major new challenges to the nation's schools and social services.

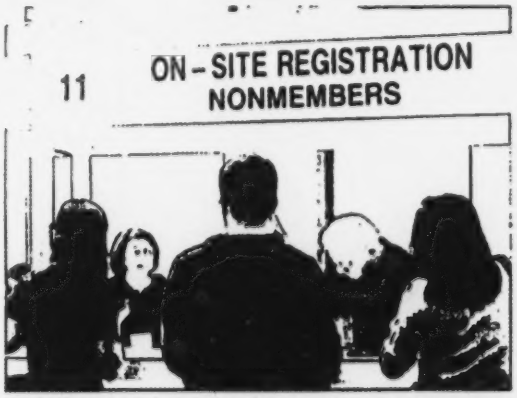
The increase, fueled largely by immigration, raises the number of children under the age of 18 to more than 72 million, a 14% increase since 1990. For a complete summary of the indicators discussed in the report, visit: http://www.kidscount.org.

Classified Ads

Assistant Professor of Human Development and Family Studies, a nine-month tenure track position in the Department of Family and Consumer Studies. The Department encourages applications from individuals who have expertise in communities and neighborhoods, fathers, education and schools, adult development and aging, cross-cultural research, ethnic minority families, and/or qualitative methodology, but all relevant areas will be considered. Interdisciplinary perspectives are welcome. Faculty in the department examine the social, physical, and economic environments of families and the communities in which they live.

Application receipt deadline: October 15, 2001, or until the position is filled. Submit vita, copies of recent publications, and three letters of reference to: Professor Jessie Fan, Search Committee Chair, 225 South 1400 East, Rm 228, Department of Family and Consumer Studies, University of Utah, Salt Lake City, Utah 84112-0080. The University of Utah is an Equal Opportunity/Affirmative Action Employer and encourages applications from women and minorities and provides reasonable accommodation to the known disabilities of applicants and employees.

The exhibit hall was a busy place, full of poster presenters and exhibit booth browsers.



Patricia Settimi chatting with biennial meeting attendees.

** Visit SRCD's website—www.srcd.org! **

To purchase audio tapes of the 2001 Biennial Meeting sessions, visit our website (www.srcd.org) and click on Biennial Meeting. You will be directed to the link for the catalog of available tapes.

Developments' Submission Guidelines

Photographs:

- 300 DPI, grayscale, "tif" files only.
- "jpg" files or files from the internet are unacceptable—they are not print quality.
- metafiles (MTF or ETF) are unacceptable.

If you do not have a scanner to produce the photo quality we need, loan us your photo; we will scan it for our use, and then return it to you.

Text: Provide your material in unformatted text blocks only, preferably using "Times New Roman" font in Word or WordPerfect. A photo of the author or topic or both to accompany the article would be greatly appreciated. (Please see photo submission guidelines above.)

Ads: Provide your material in unformatted text blocks only, preferably using "Times New Roman" font in Word or WordPerfect. No logos are accepted.

Websites of Interest from NIH

Here is the information referred to in the SRCD Preconference NIH poster session for your information:

For information on Head Start Mental Health and other ACYF research reports: http://www.acf.dhhs.gov/programs/core

For funding opportunities related to Head Start (University-program partnerships and graduate student grants): http://www2.acf.dhhs.gov/programs/hsb/announce/fund/index.htm

For information on NIMH see: www.nimh.nih.gov

For information on the review (NIH Center for Scientific Review) see: http://grants.nih.gov/grants/peer/peer.htm

For information on the Center for Mental Health Research on AIDS see: http://www.nimh.nih.gov/oa/index.htm

To search abstracts of grants funded by NIH (CRISP) see: https://www-commons.cit.nih.gov/crisp/

A career timetable can be found at: http://www.nimh.nih.gov/grants/pre&post.htm

Career awards: http://www.nimh.nih.gov/grants/career.htm

Research supplements for underrepresented minorities: http://grants.nih.gov/grants/guide/pa-files/PA-99-104.html

Exploratory/development grants for MH intervention research: http://grants.nih.gov/grants/guide/pa-files/PA-99-134.html

Behavioral Science Track Award for Rapid Transition (B/START): http://grants.nih.gov/grants/guide/pa-files/PAR-00-119.html

To sign up for the NIMH-E-NEWS LISTSERVE to receive news and grants announcements see the bottom of the page at: http://www.nimh.nih.gov/homc.cfm

SRCD Developments

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The Newsletter is published four times a year: Circulation is approximately 5,400. The newslettter is distributed to all members of the SRCD including researchers, practitioners in the field of child development, social and behavioral sciences, social workers, administrators, physicians, nurses, educators, and students.

The newsletter publishes announcements, articles, and ads that may be of interest to members of the Society, as space permits.

Copy deadlines:
March 1
June 1
September 1
December 1

For advertising rates—website display ads, classified or display ads for the newsletter—contact tetucker@umich.edu or the SRCD office (srcd@umich.edu).

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SRCD

DEVELOPMENTS

Newsletter of the Society for Research in Child Development

Volume 44, Number 4 October 2001

Notes from the Executive Officer...

Conferences Addressing Important Issues Concerning Children, Adolescents, and Families

During the summer months I attended three different conferences that dealt with important issues concerning children, adolescents, and families. Even though each was very different, at a general level there were common themes and the importance of theory-driven research was a message that came across clearly.

"Learning and the Brain" was held in Washington, DC, May 3-4. Cosponsored by Public Information Resources, Inc. and the National Institute of Mental Health, there were over 1,000 attendees, many from the fields of educational psychology, education, and mental health. The opening session, by Steven Hyman, M.D., director of NIMH, focused on the implications of the human genome project for understanding behavior. Many of the concurrent sessions that followed dealt with learning and education for regular as well as special education. I had the privilege of chairing a session on recent findings on learning disabilities, and Martha Bridge Denckla, director of Developmental Cognitive Neurology at the Kennedy Krieger Institute at The Johns Hopkins University, made a fascinating presentation on what we thought we knew but has proven not to be true in understanding and working with LD and attention deficits. Overall, I was impressed with the amount and level of

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Focus on...

Biennial Meeting Survey Results

Immediately following the 2001 biennial meeting in Minneapolis, Minnesota, the SRCD Executive Office sent an email request to approximately 4,000 attendees to complete an online survey based on their experience at the meeting. From this sample, 1,046 responses were received, a response rate of 26%. The data compiled from the survey is summarized below.

Over 56% of respondents learned of the meeting through the *Call for Submissions*, which was mailed in May 2000. The most prevalent motivators for attending the biennial meeting are to learn about current research trends, to provide intellectual stimulation, and to network with colleagues. Over 90% of respondents attended 3 or more days of the meeting, with only 22% attending preconference events. For 20% of respondents, 2001 was their first biennial meeting, while 13% of respondents have attended 10 or more meetings.

Prior to the 2001 meeting a group of attendees expressed frustration that SRCD did not provide LCD projectors for use during meeting sessions. According to survey results,

(cont. on p. 11)

Mark Your Calendar!

Oct. 1	Membership renewal period begins
Dec. 1	Deadline for membership renewals

LD 02982

MEMBERS IN THE MEDIA

The **SRCD *Office for Policy and Communications*** is interested in highlighting members who are featured in the national or international news media for their work on various research-related topics.

Michael Brent, Washington University; **Jenny Saffran**, University of Wisconsin at Madison; *San Francisco Chronicle*, February 20, 2001: "Learning by Infants Isn't Just Baby Talk – Language shows Complexities of Brain Growth."

Rachel Dunifon, University of Michigan; **Jeanne Brooks-Gunn**, Teacher's College Columbia University; **Greg J. Duncan**, Northwestern University: *The Washington Post*, March 14, 2001: "Products of Clean Living."

Gail Goodman, University of California at Davis: *San Francisco Chronicle*, May 1, 2001: "New Laws Make Testifying Easier for Children/ Courts Now Accommodate, Protect Youngest Witnesses."

Sandra L. Hofferth, University of Michigan: *The Washington Post*, May 9, 2001: "Kids Seeing More of Mom and Dad."

Michael Lewis, UMDNJ-Robert Wood Johnson Medical School: *ABC Channel 7*, March 15, 2001: Primetime Thursday, "Truthfulness in Everyday Life"; NHK Japan Broadcasting Corporation, April 7, 2001: "Kakken! Sekai no Kosodate (Discovering Parenting Around the World)."

Pamela Morris, MDRC; **Aletha Huston**, University of Texas-Austin; and **Greg Duncan**, Northwestern University; "How Welfare and Work Policies Affect Children: A Synthesis of Research": *Associated Press*, January 23, 2001, "Welfare Reform, Achievement Linked."

John Murray, Kansas State University: *USA Today*, April 19, 2001: "Beaten Unconsciously, Violent Images May Alter Kids' Brain Activity, Spark Hostility."

Judith Torney-Purta, University of Maryland: "Citizenship and Education in 28 Countries: Civic Knowledge and Engagement at Age Fourteen": *Washington Post*, April 11, 2001.

Marcy Whitebook, UC Berkeley: *Los Angeles Times*, April 29, 2001: "Day-Care Study Notes Struggles with Staffing."

Edward F. Zigler, Yale University; **Jay Belsky**, University of London; **Kathleen McCartney**, Harvard University: *The Washington Post*, April 30, 2001: "Child Care Worries Adding Up, New Study Finds Staffing Problems."

There was considerable media attention related to the NICHD Early Child Care Study presented at the 2001 Biennial Meeting. Some representative examples are:

Los Angeles Times, April 19, 2001: "Toddlers' Time in Child Care Linked to Behavior Problems," **Virginia Allhusen**, UC Irvine; **Marcy Whitebook**, UC Berkeley; **Sarah Friedman**, NICHD.

The Today Show, NBC, April 20, 2001; **Deborah Lowe Vandell**, University of Wisconsin.

The Washington Post, April 21, 2001: "Working Moms and Day Care: It's Life With a Guilt Edge," **Robert C. Pianta**, University of Virginia.

The Washington Post, April 23, 2001: "More Time in Child Care Connected to Bad Behavior," **Kathleen McCartney**, Harvard University; **Marilou Hyson**, National Association for the Education of Young Children; **Jay Belsky**, University of London; **Sarah Friedman**, NICHD.

Although *Developments* has limited space to print media coverage information, we strongly encourage all members to report current and recent past noteworthy mentions in local, state, or national magazines, newspapers, news broadcasts, radio spots, interviews, or articles published based on their research. Information may be mailed, e-mailed, or faxed to: Meredith Bosler (SRCD@apa.org) in the SRCD Office for Policy and Communications.

JOB OPENING

Dept. of Family and Consumer Studies
University of Utah

Assistant Professor of Human Development and Family Studies, a nine-month tenure track position, is available in the Department of Family and Consumer Studies. The department encourages applications from individuals who have expertise in communities and neighborhoods, fathers, education and schools, adult development and aging, cross-cultural research, ethnic minority families, and/or qualitative methodology, but all relevant areas will be considered. Interdisciplinary perspectives are welcome. Faculty in the department examine social, physical, and economic environments of families and the communities in which they live. Application receipt deadline is October 15, 2001, or until the position is filled. Submit vita, copies of recent publications, and three letters of reference to: Prof. Jessie Fan, Search Committee Chair, 225 South 1400 East, Room 228, Department of Family and Consumer Studies, University of Utah, Salt Lake City, Utah 84112-0080. The University of Utah is an Equal Opportunity/ Affirmative Action Employer and encourages applications from women and minorities and provides reasonable accommodation to the known disabilities of applicants and employees.

SRCD Washington Office Report

The Year in Review

Lauren G. Fasig
Office for Policy and Communications, Washington, DC

This column will provide regular updates of Federal activities to the membership. Additionally, the column will include information about policy developments and relevant Federal events and happenings as they occur.

The change from summer to fall signified by the coming of September marks the passage of time as cycles renew. Beaches and pools close, the new school year begins, and Congress returns to Washington to get down to the serious business of allocating our tax dollars. This time of year also marks the anniversary of the SRCD Office for Policy and Communications. Our second year saw a good deal of change and new activity in Washington. The new Administration rolled into town, charging ahead in some areas, such as education, but leaving confusion in others, such as White House science policy. With the new leadership came new opportunities for our Office.

Two major issues have dominated our Science Policy activities – human research subjects protection and the proposed longitudinal study of environmental safety and health risks for children. We have closely followed the activities of the Office of Human Research Protections at DHHS (OHRP), the National Bioethics Advisory Committee (NBAC), and the National Human Research Protection Advisory Committee (NHRPAC), as they each have addressed the issue of human research subjects protection. SRCD has been able to provide input to recommendations for changes to IRB procedures, changes and clarifications of the Common Rule, and procedures for research with children and adolescents. We will continue to be actively involved as these groups move forward in making recommendations to the Secretary of DHHS and the Administration.

Efforts to undertake a longitudinal study of environmental risks to children grew out of the passage of the Children's Health Act of 2000. The National Institute of Child Health and Human Development was given the lead among numerous federal entities to coordinate the study. Planning activities are underway. SRCD has been and will continue to be involved at every possible step, including participating in planning meetings, and suggesting individuals to participate in design workgroups and advisory committees. Additionally, the National Academy of Sciences recently began to address this issue, and is forming a study group to provide a review of the existing science. We have provided suggestions for members of the study group, and will continue to work with NAS as they move forward. Regular updates on both human research subjects protections and the proposed longitudinal study are included in our online newsletter, the Washington Update.

The new Administration's focus on early childhood education has raised awareness of issues in education and childcare in the Executive Branch and in Congress, providing the basis of our Social Policy activities. A new bipartisan Child Care Caucus was formed in the House of Representatives. Our Office is working with the Caucus to educate Congress Members about the status of early childhood care and education through research-based information. In May we organized a Congressional Briefing on this topic, which was cosponsored by SRCD and the Foundation for Child Development. Sandra Hofferth, Bob Pianta, Barbara Bowman, and Karen Hill-Scott spoke to a standing room only audience that included Congress Members, congressional staff, Executive Branch employees, and advocates.

This year's Biennial Meetings in Minneapolis were the first since the creation of the Office. In addition to organizing the

Lauren Fasig

presentations by the federal institutes and the SRCD policy fellowship activities, we coordinated the media outreach. Although the quality of the media coverage can be debated, there is no doubt that our outreach efforts were successful. Press stories ran across the nation on radio, television, and in newspapers covering a variety of research presentations from the Biennial Meetings. We responded to more than 60 press inquiries over the four days of the meetings.

Our Communications activities extended beyond the Biennial Meetings to include the initiation of a database of researchers who are interested in working with the media and a database of journalists who cover child and family issues. Our most exciting endeavor in this area was to develop a media-training workshop for researchers. Thanks to a generous grant from the Foundation for Child Development, we are able to travel to research centers, institutes, and universities to provide training in working with the media to groups of 6 or more interested researchers. If you are interested in hosting a media-training workshop at your institution, email us at SRCD@apa.org. A mini-workshop was held as a pre-conference activity at the Biennial Meetings. Feedback was extremely positive and so this will become a regular pre-conference workshop for the Office.

(cont. on p. 12)

2001 Biennial Meeting Preconference Events

2001 Millennium Fellows Program

Jennifer Astuto
Graduate Center, CUNY

Following a successful pilot year, the Millennium Fellows Program embarked on an exciting, new journey in Minneapolis. Support for the 2001 program was provided by SRCD, the W.T. Grant Foundation, the Foundation for Child Development, and the University of Minnesota.

The Millennium Fellows Program (MFP), SRCD's minority recruitment initiative, was developed in an effort to increase the numbers of under-represented minority students pursuing careers in fields of child development through association with and participation in SRCD. Minority undergraduates and graduates receive support to attend the biennial meetings, and one and a half days of preconference activities. For example, the fellows all attended a poster session of the Black Caucus. The preconference prepares students for the regular sessions and exposes them to enriching and educational experiences that increase their professional skills and opportunities for intellectual growth. The Society also recruits minority role models to the program to serve as mentors and to contribute to the diversity of study and scholarship as members of SRCD.

At the 2001 Biennial Meeting of SRCD, the Millennium Fellows Program supported 12 Fellows, 5 returning Fellows, 6 University of Minnesota Fellows, and 10 Junior Mentors (doctoral-level students). Six Senior Mentors also participated in the program.

The Fellows represented nine universities nationwide. The Junior Mentors contributed to this diverse group by representing an additional eight universities nationwide and in Canada. The Senior Mentors and other professionals who provided support for the program's goals were: LaRue Allen, Cynthia Garicia-Coll, Michael Cole, Robin Harwood, Nancy Hill, Frances Degen Horowitz, Marilou Hyson, Patricia Jarvis, Ann Masten, Marion O'Brien, Michael Pressley, Pamela Trotman Reid, Barbara Rogoff, Fuliva Maira de Barros Rosenburg, Art Sesma, Ruby Takanishi, Elisa Velasquez-Andrade and Marlene Zepeda.

Returning Fellows

The inspiration and guidance offered by the returning Fellows was a decisive contributor to the success of the 2001 program. As the returning Fellows were able to maximize their experience on a personal educational level, they served as guides and a source of unparalleled encouragement to many of the younger Fellows. There is no doubt that there are benefits to the returning Fellow as well, as suggested by the following statement:

"My experience as a returning fellow was great. As a veteran from the first cohort I felt more comfortable at the conference. I was able to strategize my days with ease from my pervious experience. I enjoyed being able to present my doctoral work although I was not on the agenda. I feel this program has given me the support I needed to move on as I have..."

Partnership with Local Institution

For the first time, the MFP collaborated with an external, local institution as part and parcel of the program agenda. The

(cont. on p. 12)

A Preconference on Religious and Spiritual Development

Chris J. Boyatzis
Bucknell University

The recent 2001 SRCD meeting in Minneapolis featured a first-time preconference on a dimension of child development that has been neglected by mainstream developmentalists: religious and spiritual development (RSD). Though in some ways a risk, in other ways the preconference format seemed ideal to increase awareness about this aspect of development, help put this topic "on the map" at SRCD, and give scholars in different areas of RSD a chance to meet and share ideas. Close to 40 scholars participated in the half-day preconference organized around brief research presentations and ensuing roundtable discussions.

The first research panel addressed conceptual development, with talks by Jacqui Woolley (Univ. of Texas-Austin) on children's beliefs about prayer, Justin Barrett (Univ. of Michigan) on children's God concepts, and Margaret Evans and Melinda Mull (Univ. of Toledo) on children's naïve metaphysics. Roundtables ensued, some facilitated by Paul Harris (Oxford), Carl Johnson (Univ. of Pittsburgh), and the research presenters.

The second research panel addressed socialization issues, with talks by Annette Mahoney (Bowling Green Univ.) on a meta-analysis of religion in family life, Lene Jensen (Catholic Univ.) on family socialization of religion and spirituality, and Karl Rosengren (Univ. of Illinois-Champaign) on parents' beliefs about religion and science.

The final research panel focused on religious involvement, with talks by David Dollahite (Brigham Young Univ.)

(cont. on next page)

on the role of faith in fathers who have special-needs children and who are affiliated with the Church of Latter-day Saints, Carol Markstrom (W. Virginia Univ.) on religious involvement and adolescents' psychosocial/identity development, and Katrina Phelps (W. Kentucky Univ.) on youths' religious involvement as a protective factor against delinquency. A roundtable session ensued, with facilitators including Gene Roehlkepartain (Search Institute), Linda Wagener and Pam Ebstyne King (Graduate School of Psychology at Fuller Theological Seminary), and the presenters.

The preconference featured a debate on the *uniqueness* of religion as an asset beyond social support that could be gained in secular settings. One conclusion was that future work must identify *how and why* religion and religious involvement have a positive impact on most families and children. On a related point, while researchers are investigating the nature, correlates, and trajectory of children's religious cognitions, their psychological *functions* are much less understood. Future work might move toward a functionalist approach: What role do children's beliefs—in God, or prayer, or heaven, or in creationist vs. evolutionist views—play in their *lives*?

Beyond the rich exchange of ideas and excellent breakfast, the preconference inspired some wonderful outcomes. A special issue on religious and spiritual development for *Review of Religious Research* should come out next year including papers by several preconference participants, and the Tampa 2003 meeting will feature the 2nd SRCD Preconference on Religious and Spiritual Development. Visit the website—www.facstaff.bucknell.edu/boyatzis/srcd-preconference/—and contact the author (boyatzis@bucknell.edu) with any comments about the preconference or related matters.

Child Development Abstracts and Bibliography to End

Ross Parke, President
John W. Hagen, Executive Officer

Child Development Abstracts and Bibliography (*CDAB*) will cease publication with the third issue of Volume 75 (2001). The decision to do so was reached by the Governing Council of SRCD after considerable discussion and deliberation. *CDAB* has served several key roles over its 75-year history and, indeed, it was the oldest journal devoted exclusively to research in child development. However, the expense involved in revising the publication to be competitive in today's electronic world, and the availability of several electronic search systems that cover virtually all of the content of *CDAB*, made the decision the obvious way to go.

The Committee on Child Development, established by the National Research Council of the National Academy of Science in 1924, established *CDAB* in 1927 to bring together scientific articles on children. The subscription fee was $5 and the journals included for abstracting ranged from the Journal of Nervous and Mental Disorders to the American Journal of Diseases of Children to Endocrinology. In volume 2, No. 5, readers were given the choice of obtaining the journal either printed on one side or two of the pages. One-sided allowed the subscriber to cut and file more easily! In 1933, the abstracts began to be classified by subject matter rather than journal, the system still used today. The issues beginning in 1936 bore the name, The Society for Research in Child Development, which had been established as a formal entity by the Committee on Children in 1933.

In 1947, the system of recruiting abstractors from the membership of SRCD was inaugurated. Dale Harris, editor of the journal from 1964-71, said that this made *CDAB* unique among professional publications. The use of volunteers in review and production proved to be key in its success for the next several decades.

The Governing Council wishes to thank the many individuals who have contributed to the wonderful success of *CDAB* over these many years. In the early years, the editors often served for brief terms. However, since the 1950's editors have served longer terms, often two six-year terms. We wish to acknowledge these by name:

William E. Martin	1954-1963
Dale B. Harris	1964-1971
David S. Palermo	1972-1974
Hoben Thomas	1975-1988
Neil J. Salkind	1989-2001

A special acknowledgment is given to Neil Salkind. Not only has he provided excellent leadership for the journal for the past thirteen years, but he has also worked diligently on the phase-out for the past year.

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CONFERENCE ANNOUNCEMENT

Conference on Human Development
Charlotte, North Carolina
April 5-7, 2002

http://www.uncg.edu/~regutten/CHD2002

Guest Speakers: Bennett Bertenthal, Carol Dweck, Jacquelynne Eccles, Wolfgang Schneider

Research Priorities in the News

From a NASULGC Newsletter: The Board on Human Sciences of the National Association of State Universities and Land Grant Colleges (NASULGC) has identified the study of child development, care, and education as priority areas for fiscal 2002. NASULCG member institutions are participating in workshops to identify research topics in priority areas, including efforts that might be supported by the Children's Research Initiative in the National Science Foundation.

At a workshop sponsored by Florida State, Michigan State, and Tufts Universities participants used a model that examined how multiple environments affect children as they develop. Participants identified seven areas around which research agendas should be developed: infant development; behavior, relationships, and developmental transitions in young children; family and school contexts for children's development; positive youth development; children's health; special populations (homeless, disabled); and, efficacy of intervention programs.

Another workshop sponsored by Virginia Tech and the University of Tennessee, focused on children's learning in diverse contexts, including the influence of families, schools, communities and other socio-cultural institutions.

Coalition for Children's Health Urges Congress to Support Pediatric Medical Research: According to an item in Reuters Health, the Coalition for Children's Health 2001, a group of fourteen health organizations that includes the FRAXA Research Foundation (http://www.fraxa.org/) and the United Cerebral Palsy Foundation (http://www.ucpa.org/), is urging Congress to renew a law that encourages drug companies to test products on children.

Unless renewed, the Best Pharmaceuticals for Children Act, which gives pharmaceutical companies an additional six months of market exclusivity if they agree to conduct clinical trials on children, will expire at the end of this year.

Job Opening

Mt. Hope Family Center
Dept. of Psychology, University of Rochester

Assistant Professor/Research Psychologist: Mt. Hope Family Center, a research and clinical facility in developmental psychopathology in the University of Rochester's Department of Clinical and Social Sciences in Psychology, is seeking a clinical psychologist invested in integrating research and clinical interests. Ph.D. in clinical psychology with a strong developmental emphasis and eligibility for licensure in New York State are required. Experience with school-age children and economically disadvantaged populations is desirable. Position involves conducting research in developmental psychopathology and taking a leadership role in coordinating an ongoing longitudinal study of maltreated children and a preventive intervention research program. Access available to extensive longitudinal database on maltreated children and families. Position includes a faculty appointment in the Department of Psychology. Send vita, three letters of recommendation and copies of up to three representative manuscripts to: Dante Cicchetti Ph.D., Director, Mt. Hope Family Center, 187 Edinburgh Street, Rochester, NY 14608. An Affirmative Action/Equal Opportunity Employer.

Job Opening

School of Public Health
Columbia University

Columbia University, School of Public Health, seeks social scientist with strong background in longitudinal survey research for Staff Officer of Research position for analysis of risk factors for smoking and nicotine dependence in young adulthood in large national sample. Responsibilities include data analysis, computer programming and writing of research papers. Seeks creative individual with excellent writing skills, expertise in analysis of longitudinal survey data, programming (SAS), strong quantitative skills in multivariate methods, and management of large data sets. Working experience with log-linear procedures, structural equation modeling, survival analysis, SUDAAN and dyadic samples desirable. Background in adolescent development and tobacco research advantageous. Ph.D. preferred (psychology, sociology, epidemiology). Publication record an advantage.

Position available November 1, 2001. Send vitae, preprints/reprints and three letters of recommendation to: Denise Kandel, Department of Psychiatry, Columbia University, 1051 Riverside Drive, Unit #20, New York, NY 10032. Fax # (212) 305-1933. Email: dbk2@columbia.edu. Equal Opportunity Employer. We welcome nominations from women and minorities.

NOTES FROM THE EXEUTIVE OFFICER (CONT.)

(cont. from p. 1)

research that is now being used to intervene in learning, both in education and in other contexts.

"The Annual Conference on Criminal Justice: Research and Evaluation" was held in Washington, DC, July 22-25. Sponsored by the National Institute of Justice and other programs in the Office of Justice, the themes stressed the importance of research in enhancing policy and practice. Many sessions were focused on issues of adolescence and juvenile justice. Considerable progress has occurred in advancing our understanding of causes and approaches to prevention in this area. The participants included good numbers of people from both academic and research positions, many of whom are in positions on the front lines at the state, county, and local levels of the justice system. Research on what we now know about eyewitness evidence was fascinating, and this work has resulted in a revolution in the work of police and prosecutors. Basic research on people's tendency to make relative judgments from perception and learning has played a key role here. There has been considerable work done on youth gangs that has made a real difference in the ways that delinquency is handled and prevented.

The third conference was the "White House Summit on Early Childhood Development," held at the Georgetown University campus, July 26-27, with a reception hosted by President and Mrs. Bush, on the evening of July 26. It was the first of several conferences that Laura Bush will host. Rod Paige, Secretary of Education, and Tommy Thompson, Secretary of Health and Human Services, chaired this conference. The 300 invited attendees came from many different positions and professions and represented all 50 states and U.S. territories. SRCD member Grover (Russ) Whitehurst, who is Assistant Secretary of Education for Educational Research and Improvement, was the lead speaker. He emphasized the critical importance in providing appropriate opportunities for all young children in order to give them the foundation for later educational achievement. Other speakers on the first day included Patricia Kuhl, University of Washington, who stressed the importance of early brain development in children, and Sarah M. Greene, CEO of the National Head Start Association, who spoke eloquently for the importance of federal support of the early development of poor children.

Reid Lyon, Chief of the Child Development and Behavior Branch of the National Institute of Child Health and Human Development, chaired the second day. He has played a major role in stimulating research on early reading, and presenters included Dorothy Strickland of Rutgers University who has pioneered research on keys to success in early reading. Susan B. Neuman, Assistant Secretary of Education for Elementary and Secondary Education, presented her work on the differences that exist as a function of neighborhood in the resources available to children and their parents for early reading and cognitive stimulation.

It is impressive to see that the work of members of SRCD has been included in each of these conferences. The breadth of issues where developmental research is key in formulating policy is also impressive. Receptivity to the knowledge our field has generated has never been better.

John W. Hagen
Executive Officer

POSTDOCTORAL RESEARCH FELLOWSHIP

Mt. Hope Family Center
Dept. of Psychology, University of Rochester

Postdoctoral Research Fellowship in Developmental Psychopathology: Mt. Hope Family Center, a research and clinical facility in developmental psychopathology in the University of Rochester's Department of Clinical and Social Sciences in Psychology, is seeking applications for a full-time, two-year postdoctoral research fellow. The research fellow has the opportunity to engage in research in a number of ongoing studies involving high-risk children, youth, and families. Projects currently focus on child maltreatment (infancy through adolescence) and offspring of mothers with major depressive disorder. Extensive longitudinal databases on high-risk populations afford opportunities for exploring diverse developmental questions. The position requires completion of a doctorate in clinical or developmental psychology or related field. Competence in quantitative methods is desired. Interested candidates should send a letter of interest, vita, reprints/preprints, and three letters of recommendation to: Dante Cicchetti, Ph.D, Director, Mt. Hope Family Center, 187 Edinburgh Street, Rochester, NY 14608. An Affirmative Action/Equal Opportunity Employer.

MEMOIRS

Harriet L. Rheingold
1908 - 2000

Today's capable young women are cautioned against aspiring to "have it all." They are told they must make choices among scholarly or professional success, marital happiness, having a family, financial prosperity, an active social life with peers, and decades blessedly free from overload and stress.

Harriet Rheingold's long life shows that even in less feminist-friendly times a woman could have it all by managing the timing of her endeavors, not striving to " have it all" at once. It helps to be intellectually gifted and enjoy robust health.

Harriet was born in New York City in 1908. Her father was resident at the Hebrew Sheltering Guardian Society Orphanage until age 14, when he was apprenticed to a butcher.

With a 1928 bachelors degree in philosophy from Cornell, where she had enrolled at age 16, and an M.A. in psychology from Columbia in 1930, Harriet spent a year each as a research fellow at Gesell's Clinic of Child Development at Yale, a research fellow at Worcester State Hospital, a staff psychologist at New Hampshire State Hospital, and an instructor at Peoples Junior College in Chicago. From 1938 to 1948 Harriet was a supervising psychologist at the Illinois Institute for Juvenile Research. She served as an assistant professor at Rockford College from 1948 to 1953.

She undertook doctoral study in psychology at the University of Chicago, receiving the Ph.D. in psychology in 1955 at age 47. Helen Koch was among her professors. An adaptation of her dissertation, "The modification of social responsiveness in institutional babies" was her fourth publication in psychology. The earlier three, dating from 1939, were on topics in clinical psychology.

Until 1964, she worked in the Section on Early Development at the National Institute of Mental Health in Bethesda, where David Shakow was a much-valued mentor. When her second husband, Don W. Hayne, a biostatistician and ecologist accepted a professorship at North Carolina State University, Harriet received a Research Career Award from the National Institute of Child Health and Human Development that enabled her to be Research Professor of Psychology at the University of North Carolina, Chapel Hill, from age 56 until nominal retirement at age 70. She maintained her office and laboratory at UNC for many years longer, eventually closing them down when she and Don moved to Carol Woods, a retirement community in Chapel Hill, in 1989.

Visitors from around the world came to her office in Davie Hall, where Harriet could look out into the trees, both admiring and monitoring the beauty of the changing seasons on campus. Her laboratory was unusually well equipped for its time. Although external funding supported both her salary and her research, Harriet taught graduate students regularly. Many of her graduate students are now doing her proud in her field.

Harriet set very high standards, most especially for herself but also for her students. She was not at all convinced there is time in a busy scholar's day to read a newspaper. Her style was severe and earnest, with the result that she intimidated some. Most colleagues and students held her in awe. She was a professor's professor, an inspiration to her colleagues and contemporaries. She was active in writing down the ethics for research with children, for both SRCD and APA Division 7.

The hallmark of Rheingold's research was simplicity. It epitomized both her designs and her measures. Typically she had honed her research question to the point it could be answered with one treatment group and one control group, randomly assigned. Measures were often simple counts. With such data, she did not need complicated statistical procedures.

For example, in "The effect of a strange environment on the behavior of infants" (1965) one measure was latency to the infant's cry, in seconds. The measure of locomotor activity was the number of squares on the carpet traversed by the infant. Interobserver agreement on such measures was extraordinarily high, and interpretation of their meaning was straightforward.

Laboring to interpret their analyses of variance and covariance and their ratings of projective test results or codings of interviews, many of Harriet's contemporaries who had initially been misled by the directness of Harriet's approach came belatedly to appreciate the elegance of its simplicity.

In 1986 she delivered an address at the opening session of the World Congress on Preschool Education in Jerusalem, entitled "Children create the quality of life." After introducing the concept of an active child, she commented on how children enrich the lives of their parents, averring that "the child creates mothers and fathers

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MEMOIRS

Ross F. Vasta
1948 - 2000

Ross F. Vasta, Distinguished Teaching Professor at the State University of New York at Brockport, died on July 23, 2000 at the age of 52. Ross was a member of SRCD for nearly 30 years.

Ross was born April 5, 1948. He grew up in the small town of Chester, New York. After graduating early from a high school class of only 26 students, Ross went to Dartmouth where he majored in psychology. Always precocious, his first two publications were from work done at Dartmouth.

Ross arrived as a graduate student at SUNY Stony Brook in the fall, 1989. This was a time of student activism, and Ross was instrumental in shaping the new developmental psychology program at Stony Brook. There he worked with Sarah Sternglanz and Robert Liebert, among others, but his most significant influence was Grover Whitehurst, who had just arrived as a new faculty member, not much older than Ross. They shared a common focus on child development as a science and collaborated on several projects over the years, including a 1977 textbook entitled *Child Behavior*. While a student at Stony Brook, Ross met his wife Linda, a student in the Clinical Psychology Program. Ross stayed an extra year at Stony Brook so that he could graduate with a joint Ph.D. in Developmental and Clinical Psychology.

At Stony Brook, Ross had several opportunities to teach developmental courses and loved it. Upon graduation he accepted a position as Assistant Professor at Brockport where he remained for 26 years. His passion for teaching and working with students made him one of the most popular and inspirational professors on campus, and the Regents recognized him with the title of "Distinguished Teaching Professor". A product of the 60's, Ross wore his hair long, and although it became increasingly thinner, it did not vary in length. The long dark hair and Fu Manchu moustache gave a somewhat ominous impression to strangers that were soon overcome by his glowing dark eyes and radiant smile. Ross was gregarious and talked to everyone and made them feel that he was truly interested in them, whether they were day laborers or deans, close friends or strangers.

Ross was clever, resourceful, and persuasive. During the final stages of completing *Child Psychology: The Modern Science*, co-authored by Marshall Haith and Scott Miller, the authors were deadlocked with the editors over the inclusion of a separate chapter on "The Family." Based on reviewers' comments, the editors demanded that they add one. Ross and his co-authors were opposed because they addressed the role of the family in every chapter. When it appeared that this conflict jeopardized the entire project, Ross wrote a long letter detailing, in his irrefutable style, why it was much better to treat the family as the major context for development. Not only did it become Wiley's slogan for the book, but also they rolled it out at a sales meeting in Aspen with a multimedia display blaring (and flashing) "Kids in Context – Kids in Context."

Ross used these skills as a very effective editor. His personal charm and persuasiveness enabled him to recruit many of the leaders in our field to contribute to his edited books. One, based upon a symposium he arranged at an SRCD conference, was an important updating of developmental theories by the original theorists. Without Ross' personality it would have been impossible to gather such an impressive group of scholars and, even more so, to nurture their symposium into a completed book. Similarly, *Strategies and Techniques of Child Study* assembled the works of leading researchers. Ross was able to use his skills through his long tenure as editor of the *Annals of Child Development* series, convincing top researchers to commit to a review of their area and then bringing each volume's contributions to fruition.

At Brockport, Ross did not have the luxury of a lab of doctoral students continually pursuing research. This certainly limited the number of empirical studies he conducted, but not the quality. His work on physical child abuse, intrinsic motivation, and Piaget's water level task are wonderful examples of how to study complex topics with experimental rigor. He was very proud of the undergraduate students whose careers he helped to launch by involving them in studies.

His obituary in the Rochester newspaper concluded with the remarks that in addition to his love for his wife Linda, and his daughter, Jamie, and son, Jeremy, Ross loved wine, golf, the Yankees, and a good cigar. He also loved people.

Gary Novak
California State University, Stanislaus

MEMOIRS

Rheingold Memoir (cont. from p. 8)

of men and women," expands the parents' sense of self, and improves the parent's behavior. Children also enrich the lives of grandparents, of siblings, and of teachers. As for national leaders, "concern for the welfare of children elevates them as human beings."

Harriet's papers appeared over a span of 55 years. Her final publication, "A psychologist's guide to an academic career," is a short book issued in 1994 by the American Psychological Association. It displays her undiminished idealism and her enthusiasm, even reverence, for academia. Reading it will enrich every student of psychology.

Like many of the giants of science, Harriet had a plain but rich family life. She and Don were a devoted couple from the time they met when both were graduate students at Chicago until their final decade in retirement. Her sons Arnold and Paul both became successful professionals. Harriet and Don enjoyed grandchildren and great grandchildren. Harriet's mother lived with them for two decades, with her own apartment in their home. Harriet devotedly brought her to various meetings of the APA and SRCD. Older members will remember this striking pair, Harriet tall and lanky, her mother petite.

Harriet was elected President of the APA's Division on Developmental Psychology in 1972. Subsequently she served on the Long Range Planning Committee of SRCD, organized and chaired by Harold Stevenson in 1973. As well she served on its daughter study group on social policy organized and chaired by Alberta Siegel in 1975.

She received the G. Stanley Hall Award from the Division on Developmental Psychology of the APA in 1977, the Professional Achievement Award of the University of Chicago Alumni Association in 1979, and an honorary Doctor of Science from the University of North Carolina in 1986.

Harriet died of cancer on April 29,2000 at age 92 after a brief period of illness, still mentally alert and communicating with students and other friends. Don died three weeks later.

A memorial symposium organized by Peter Ornstein was held in Chapel Hill on December 2, 2000. Speakers were her former graduate students, who presented their current research, as well as T. Berry Brazelton. Carol Eckerman chaired an upbeat luncheon at which warm memories were shared.

Contributions to a graduate student fellowship, the Harriet L. Rheingold Fund, may be sent to the UNC-CH Arts and Sciences Foundation, Campus Box 6115. Chapel Hill, NC 27599-6115.

Alberta E. Siegel
Stanford University
Harold W. Stevenson
University of Michigan

POSTDOCTORAL FELLOWSHIP

Developmental Psychopathology Research Training Program
Vanderbilt University

The Developmental Psychopathology Research Training Program of Vanderbilt University announces the availability of a position for a Postdoctoral Fellow in Psychology. The aim of this interdisciplinary program is to train leading scholars in the methods and science for the study of the development of normal and abnormal behavior across the life-span. Individuals with training in clinical, developmental, social, personality, quantitative, or educational psychology are especially encouraged to apply. Trainees work closely with one or more faculty mentors, but are *not* expected to serve as project coordinators on faculty grants. Rather, they are encouraged to develop *their own* independent program of research with guidance from program faculty. In addition, trainees participate in a weekly proseminar that involves visits from international scholars. With NIMH support, trainees receive a 12-month stipend, tuition, and funds for travel and research. Interested U.S. citizens should submit a curriculum vita, a single-page statement of interests and possible matches with program faculty, reprints of publications, and three letters of reference. Current program faculty include: Judy Garber, Steve Hollon, Bahr Weiss, Jo-Anne Bachorowski, Len Bickman, Tom Catron, David Cole, David Lubinski, Sohee Park, Richard Shelton, Craig Smith, Wendy Stone, Peggy Thoits, Andrew Tomarken, Tedra Walden, Lynn Walker, Niels Waller, Mark Wolraich, and David Zald. Areas of particular specialty include mood disorders, emotion regulation, neurobiology of psychopathology, stress and coping, health psychology, treatment and prevention of psychopathology in children and adults, and mental health policy. Application materials should be sent to: Judy Garber, Ph.D., Director, Developmental Psychopathology Research Training Program, Box 512 Peabody, Vanderbilt University, Nashville, TN. 37203. Please address all inquiries to Judy.Garber@Vanderbilt.edu. Vanderbilt University is an Equal Opportunity, Affirmative Action Employer.

SURVEY RESULTS (CONT.)

(cont. from p. 1)

respondents indicated that it is not worth the expense to them to do this. Out of 900 respondents, 93% did not use LCD equipment and 70% responded that SRCD should not raise registration rates for 2003 to equip all meeting rooms with LCD projectors.

Respondents were asked to rate the registration process and over 90% responded that the process was "good" or "excellent." Many respondents expressed interest in being able to pick up registration materials earlier in the day on Wednesday, and therefore SRCD will open registration from 4-7 p.m. in Tampa.

There was also interest in having time on Thursday morning and Saturday afternoon to converse with exhibitors. In response to this request, SRCD will allow exhibitors to open earlier in the day on Thursday and stay open on Saturday afternoon.

The survey addressed the issue of attendance at the presidential address, awards ceremony, and business meeting. Over 80% of respondents did not attend these events. There were several innovative suggestions, including beginning the meeting earlier on Thursday with the presidential address as part of a welcoming/kick-off session. Award recipients and information generally covered in the business meeting could be disseminated to members through *Developments*.

Many respondents commented that the meeting is overwhelming—too many concurrent sessions with no breaks so that by Saturday afternoon, everyone is exhausted. Two frequent requests were made, one for a lunch period during which nothing is scheduled and the other for short breaks throughout the day.

In response to the survey question requesting ideas for new innovative formats, respondents suggested interactive roundtables by leaders in the field discussing emerging research. Respondents also were interested in sessions similar to the "Hot Topic" discussions at APS meetings.

SRCD biennial meeting attendees have asked for several significant programmatic changes. It is now the responsibility of the Executive Office along with Governing Council and the Program Committee to discern how best to implement the changes.

Dreaming of 2003 in Tampa, FL
April 24-27

INVITATION FOR APPLICANTS

Faculty Scholars Awards
William T. Grant Foundation

Each year the William T. Grant Foundation awards up to $300,000 ($60,000 per year for five (5) years) to each of five post-doctoral (but pretenure, tenure-track) scholars from diverse disciplines to conduct research that deepens and broadens the knowledge base in areas that contribute to creating a society that values young people (age 8-25) as a resource and helps them reach their potential.

Now in it's 22nd year, the FACULTY SCHOLARS PROGRAM promotes positive youth development by supporting scholarship in three areas:

- Original research on youth development
- Evaluations and analyses of programs, policies, laws, and systems affecting young people
- Original research on adult attitudes about and perceptions of young people, and on the consequences of those attitudes and perceptions.

Deadline for applications for the 2003 Awards is July 1, 2002. Interested scholars can find more information about the Faculty Scholars Award Program at the William T. Grant Foundation website (www.williamtgrant.org), or may request a brochure at the following address:

Faculty Scholars Program/William T. Grant Foundation
570 Lexington Avenue, 18th Floor
New York, New York 10022-6837
Phone: 212-752-0071
Email: fs@wtgrantfdn.org

Year in Review (cont. from p. 3)

Last but not least, this year was the most successful year in the history of the Policy Fellowship program on the basis of size, diversity of placement, and range of experience of the Fellows. Two Congressional Fellows and seven Executive Branch Fellows have just completed their Fellowship year. Information about their experiences will soon be available on the SRCD Website. The 2001-2002 Fellows are beginning their terms, and this year's class of two Congressional Fellows and five Executive Branch Fellows promises to be highly successful as well.

The limited space of this column does not allow a complete description of all of the activities of the Office, but you can see from these highlights that our second year was full of exciting challenges and opportunities. We look forward to continuing these activities to strengthen the presence of SRCD in Washington and the contribution of research to federal policymaking. For regular information about our activities and federal happenings related to children and families, read our online monthly newsletter, the Washington Update.

Millennium Fellows (cont. from p. 4)

University of Minnesota hosted a day overflowing with workshops, social gatherings, and discussions germane to the goals of the program. Ann Masten, the keynote speaker for the 2001 program, invited all of the MFP participants to engage in various activities aimed to support the minority student's personal and educational development.

The Society is looking forward to yet another successful program in Tampa in 2003. Watch for information in the spring 2002 issue of *Developments*.

End of an Era (cont. from p. 5)

We recognize that ceasing publication of this venerable journal is a real turning point for the Society and no doubt many who have used it will miss it. However, the 75 years of the publication remain and will be used by scholars for years to come. SRCD is increasing its commitment to providing its publications to its members and to the field in the following ways. The page allotment for *Child Development* has been increased by 200 pages per volume on a permanent basis. The *Monographs of the Society for Research in Child Development* are allotted four issues per year. Our publications are all becoming available electronically, including the SRCD Newsletter, now called *Developments*, and the *Social Policy Reports*. Thus, we are making every effort to improve the ways in which we serve the field and feel we are being true to the goals established by the Committee on Child Development back in the 1920's, i.e., to bring together the best research and information concerning child development and to disseminate it to scholars, professionals and parents.

Job Opening

Department of Psychology
University of Pittsburgh

The Department of Psychology at the University of Pittsburgh anticipates a senior position at the Full or Associate Professor level for an established scholar in *Applied Developmental Psychology*, pending budgetary approval. Specific area of expertise is open, but we are seeking candidates who can build on current strengths in developmental psychopathology, early intervention and program evaluation, infant/toddler social and cognitive development, and/or social policy relevant to children and families. Expertise in quantitative methods is also desirable. The successful candidate will be encouraged to take a leadership role in our established Developmental Program and to forge links with other faculty in the department (Clinical, Cognitive, Health, Social areas) and university more widely. Responsibilities will also include graduate and undergraduate teaching and graduate student training. The candidate should provide evidence of excellence in scholarship and teaching, and have an established program of externally funded research. The Department of Psychology has a well-established training program in developmental psychology as well as a successful multidisciplinary training program in clinical-developmental psychology. The department has strong ties to the Pittsburgh community, the Learning Research and Development Center, the School of Education, the School of Social Work, and the University of Pittsburgh School of Medicine. The university's Office of Child Development (www.pitt.edu/~ocdweb), headed by a senior faculty member in developmental psychology, facilitates research and community involvement in a wide array of projects relating to children and families. These resources make this an especially attractive venue for a senior researcher in applied developmental psychology.

Send a statement of interest and curriculum vitae to: Search Committee, Applied Developmental Position, Department of Psychology, University of Pittsburgh, 455 Langley Hall, Pittsburgh, PA 15260. For more information, please contact Robert McCall (412-624-5527, mccall2@pitt.edu) or Susan Campbell (412-624-8792, sbcamp@pitt.edu). We will begin reviewing applications on November 15, 2001. The University of Pittsburgh is an Affirmative Action, Equal Opportunity Employer. Women and members of minority groups under-represented in academia are especially encouraged to apply.

SRCD Notices

Condolences to Families Affected by the National Tragedy of September 11th. On behalf of the SRCD editorial staff and the Executive Office staff we extend our sympathy and heartfelt support to all whose loved ones were lost or injured in the events of the day.

Information Sharing Opportunity

David Shwalb, an editor of the English-language abstracts for the *Japanese Journal of Developmental Psychology*, shares the following information to help facilitate the exchange of information between members of SRCD and the Japanese Society of Developmental Psychology (JSDP). All abstracts since 1990 appear on the society's website (wwwsoc.nii.ac.jp/jsdp/english/jjdplist/jjdptitle.htm). The English-language version of the JSDP website is at wwwsoc.nii.ac.jp/jsdp/indexe.htm. The mailing address for JSDP is: Shirayuri Women's University, Midorigaoka 1-25, Chofu City, Tokyo 182-8525, Japan.

The 70th Biennial Meeting of the Society

The 2003 Biennial Meeting in Tampa, FL will be the 70th meeting of the Society. The co-chairs for the meeting are Erika Hoff and Brett Laursen. Anyone who has ideas for activities to commemorate this occasion should contact Erika (ehoff@fau.edu) or Brett (laursen@fau.edu). The *Call for Submissions* will be sent to members in Spring 2002.

New Books by SRCD Members

Nora S. Newcombe & Janellen Huttenlocher (2000). *Making Space: The Development of Spatial Representation and Reasoning*. Cambridge, MA: MIT Press.

Povinelli, Daniel J. (2000). *Folk Physics for Apes: The Chimpanzee's Theory of how the World Works*. Oxford: Oxford University Press.

SRCD's Website Has a New Look

SRCD has a new updated look for its website. In addition, members may now log in to view an entire volume of *Developments*. Please take a moment to visit www.srcd.org.

Obituaries

William H. Sewell, Sr. died June 24, 2001 at the age of 91. William received his Ph.D. in Sociology from the University of Minnesota in 1939. He joined the staff of the University of Wisconsin-Madison in 1946 and was its second chancellor. Over the past 40 years, he guided the Wisconsin Longitudinal Study, a study of more than 10,000 Wisconsin high school graduates of 1957, tracing their post-secondary schooling, careers, and marriages to identify, measure, and explain the linkages between social background and social and economic achievements in adulthood. SRCD benefited from his membership from 1952 until his death.

John C. Wright died July 9, 2001 in an automobile accident. He was born July 27, 1933. John received his Ph.D. from Stanford University in 1960. He became a member of SRCD in 1958 and served on Governing Council from 1989-1995.

As a reflection for John's zest for life, a memorial celebration was held August 18, 2001 at the University of Texas where he was a professor of human ecology. John's family established an endowment fund at the University of Kansas, where he taught for 28 years, to promote graduate training through an annual Graduate Mentor Award to a faculty member and awards to students.

Donations may be sent to the Kansas University Endowment Association, Attn: Terry Knoll Johnson, PO Box 928, Lawrence, KS 66044-0928. Specify that your donation is in memory of John.

Sue Rosenberg Zalk, born May 28, 1945, died of a brain aneurysm on July 12, 2001. She earned the Ph.D. in educational psychology in 1972 from Yeshiva University. Sue became a member of SRCD in 1980.

At the time of her death, she was the Vice President for Student Affairs at the Graduate Center of the City University of New York and Professor of Psychology. She was also Professor of Educational Psychology and Women's Studies at Hunter College and the editor of the journal *Sex Roles*.

A staunch advocate for students, women, children, disadvantaged people, and her friends, we cannot begin to measure how much she will be missed, and how many lives she touched with her warmth, her humor, and her passion. An endowment to provide support for graduate students has been established in her name at the CUNY Graduate Center.

ANNOUNCEMENTS

Conferences & Meetings

The United Nation's Special Session on Children, scheduled for September 19-21, 2001 is an unprecedented meeting of the General Assembly dedicated to the children and adolescents of the world. This gathering of government leaders and heads of state, NGO's, children's advocates, and young people offers an opportunity to change the way the world views and treats children. The session follows up on the 1990 World Summit on Children, where heads of state and other world leaders signed a World Declaration on Survival, Protection, and Development of Children, and adopted a plan to improve children's living conditions and chances for survival by increasing access to health services, reduce the spread of preventable diseases, create more education opportunities, and improve sanitation and food supply.

The Special Session on Children will review progress in the decade since the 1990 World Summit, develop strategies to address the problems facing children, and commit the human and economic resources necessary to carry out these solutions. The session is expected to produce a global agenda to ensure the best possible start in life for all children; and opportunities for all children, especially adolescents, to participate in their communities. Go to http://www.unicef.org/specialsession for more information on the UN Special Session on Children [Source: Children's Voice (May 2001), the official magazine of Child Welfare League of America].

The Daily Lives of Poor Families: Policy Implications of Qualitative Inquiry will be held November 9-10 at the University of California-Berkeley. A two-day workshop for policy makers, family welfare and children's agency staff and researchers—designed to examine through qualitative studies how families are faring under various federal and state policy changes. For additional information, contact the Center for Child and Youth Policy at the University of California-Berkeley (Phone 510-643-7026, Email ccyp@clink.berkeley.edu).

Symposium "Children's Influence on Family Dynamics: The Neglected Side of Family Relationships," December 6-7, 2001. For brochure and registration materials, contact Kim Zimmerman, Population Research Institute, Phone: (814) 865-0483 or Email: kzimmer@pop.psu.edu.

Southwestern Society for Research in Human Development 2002 Conference Announcement: *Call for Papers*. The conference will be held March 21-23, 2002 in Austin, TX. Proposals are due on Oct. 15, 2001. Direct all inquiries about submissions to program chair: Dr. David Cross, Psychology Dept., Texas Christian University, Box 298920, Fort Worth, TX 76129, Email: d.cross@tcu.edu, Phone: (817) 257-7410, Fax: (817) 257-7681.

The American Educational Research Association (AERA) will hold its annual convention in New Orleans, April 1-5, 2002. For more information, visit the website (www.aera.net/meeting/).

The Society for Research on Adolescence will hold its 9th Biennial Meeting April 11-14, 2002, in New Orleans, LA. The submission deadline is past. For additional information, visit the SRA website (www.S-R-A.org) or send an email message to socresadole@umich.edu.

The annual conference of the **International Society on Infant Studies (ISIS)** will be held in Toronto, Ontario, Canada, April 18-21, 2002. For more information, contact Mark Schmuckler (marksch@scar.utoronto.ca).

The Jean Piaget Society *Call for Papers, Symposia and Posters*: The Jean Piaget Society invites program submissions for the 32nd Annual Meeting to take place in Philadelphia, Pennsylvania, June 6-8, 2002. on the theme of "The Embodied Mind and Consciousness: Developmental Perspectives." Submission deadline is December 1, 2001. Please see the Jean Piaget Society website http://www.piaget.org for submission details or write to: Eric Amsel, Department of Psychology, Weber State University, 1202 University Circle, Ogden, UT 84408-1202; Email: eamsel@weber.edu.

The American Psychological Society (APS) will hold its 14th annual convention in New Orleans, LA, June 6-9, 2002. The submission deadline is January 11, 2002. Visit the website (www.psychologicalscience.org/) for additional information.

The American Psychological Association annual (APA) convention will be held in Chicago, August 22-25, 2002. For additional information, visit the website (www.apa.org/convention/).

The National Academies Board on Children, Youth, and Families has moved to a new home on the web: www.national-academies.org/bocyf.

More Opportunities

Fellowship Opportunity

Graduate School of Public Policy Studies
University of Chicago

The Irving B. Harris Graduate School of Public Policy Studies at the University of Chicago is seeking candidates for a one-year A.M. program providing expertise in childhood development and skill in policy research and analysis. Full tuition and $10,000 stipend awarded, no research requirements. Fellowship period is one academic year beginning September 2002. Applicants must hold graduate degree in early childhood development or related field. Application deadline: Jan. 15, 2002. Contact Ellen Cohen, Director of Admission, (773) 834-2576, or via email, at eb-cohen@uchicago.edu. For more information, visit the School's web site at www.HarrisSchool.uchicago.edu.

Job Opening

Mt. Hope Family Center
Dept. of Psychology, University of Rochester

Assistant Professor/Research Psychologist: Mt. Hope Family Center, a research and clinical facility in developmental psychopathology in the University of Rochester's Department of Clinical and Social Sciences in Psychology, has an opening for a research psychologist to join our faculty in conducting research in the area of Developmental Psychopathology. We are especially interested in candidates with a strong background and interest in conducting research in the area of severe mental illness. Individuals with expertise in neurobiological and psychophysiological methods are especially encouraged to apply. Opportunities for collaborative research utilizing an extensive longitudinal database in the areas of child maltreatment and offspring of depressed mothers also exist. Required qualifications include a Ph.D. in clinical or developmental psychology. Competitive salary and excellent benefits. Interested candidates should send a letter of interest, vita, reprints/preprints, and three letters of reference to: Dante Cicchetti, Ph.D., Director, Mt. Hope Family Center, 187 Edinburgh Street, Rochester, NY 14608. An Affirmative Action/Equal Opportunity Employer.

Classified Ads

Department of Sociology in the College of Liberal Arts at the University of Minnesota: National Research Service Award Fellow position, sponsored by NIMH, Mental Health & Adjustment in the Life Course. Full-time, 12-month, postdoc research training. Stipend, tuition, fees, and medical insurance provided in accordance with NRSA. Application deadline: November 1, 2001. For full description and qualifications visit url: www.soc.umn.edu, or call (612) 624-6333. The University of Minnesota is an Equal Opportunity Employer and Educator.

Claremont Graduate University announces a search for a DEVELOPMENTAL PSYCHOLOGIST. This is a tenure-track graduate faculty position, rank open. The successful candidate will be expected to teach graduate students and supervise research in the Ph.D. program in Applied Developmental Psychology. Candidates should have completed the Ph.D., demonstrate a strong record of research publications and funding, and possess outstanding teaching skills.

CGU is an independent institution devoted entirely to graduate study. The Carnegie Corporation has classified CGU as a Doctoral Research University–Extensive, the highest rating for a university. The city of Claremont is a charming small town located 35 miles east of downtown Los Angeles and less than 50 miles from Southern California beaches.

In addition to meeting fully its obligations under federal and state law, CGU is committed to creating a community in which a diverse population can live and work in an atmosphere of tolerance, civility, and respect for the rights and sensibilities of each individual, without regard to economic status, ethnic background, political views, sexual orientation, or other personal characteristics or beliefs.

Further information on CGU can be found at http://www.cgu.edu. Evaluation of candidates will begin October 15, 2001 and continue until the positions are filled. Submit a vita, personal statement, preprints/reprints, and 3 letters of recommendation to: Developmental Search Chairperson, Department of Psychology, Claremont Graduate University, 123 E. Eighth Street, Claremont, California, 91711.

ATTENTION
Student and Postdoc Members!

Student members of SRCD comprise an important group, representing the future of the study of child development. For this reason there is a need and desire to reflect the interests and concerns of the students to a greater extent in the *Developments*. Therefore, we provide a regular "Student Speaks" column. Although the Editor will solicit some columns, student members may also submit brief columns for consideration. This is not intended as a venue for research, but to provide an outlet for members' issues and ideas. Submissions should be of general interest, limited to 500 words or less, and submitted via email or attachment to pamreid@umich.edu. Please be aware that space is limited and that all submissions cannot be printed.

Membership Office Contact Information

Tel: (734) 998-6524
Fax: (734) 998-6569
E-mail: admackay@umich.edu

Developments' Submission Guidelines

Photographs:

- 300 DPI, grayscale, "tif" files only.
- "jpg" files or files from the internet are unacceptable—they are not print quality.
- metafiles (MTF or ETF) are unacceptable.

If you do not have a scanner to produce the photo quality we need, loan us your photo; we will scan it for our use, and then return it to you.

Text: Provide your material in unformatted text blocks only, preferably using "Times New Roman" font in Word or WordPerfect. A photo of the author or topic or both to accompany the article would be greatly appreciated. (Please see photo submission guidelines above.)

Ads: Provide your material in unformatted text blocks only, preferably using "Times New Roman" font in Word or WordPerfect. No logos are accepted.

SRCD Developments

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The Newsletter is published four times a year: Circulation is approximately 5,500. The newsletter is distributed to all members of the SRCD including researchers, practitioners in the field of child development, social and behavioral sciences, social workers, administrators, physicians, nurses, educators, and students.

The newsletter publishes announcements, articles, and ads that may be of interest to members of the Society, as space permits.

Copy deadlines:
March 1
June 1
September 1
December 1

For advertising rates–website display ads, classified or display ads for the newsletter–contact the SRCD Office or tetucker@umich.edu.

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